

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER and PRESIDIO OF MONTEREY  
Presidio of Monterey, California 93944-5006

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STUDENT MANAGEMENT, TRAINING AND ADMINISTRATION

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\*This regulation supersedes DLIFLC Regulation 350-1, dated 15 January 1997



## **CHAPTER 1**

### **GENERAL INFORMATION AND TERMS**

1. Purpose. This regulation provides a central point of reference for all student administration, management, and related material at the Defense Language Institute Foreign Language Center (DLIFLC).

2. Applicability. This regulation applies to all organizational elements, the faculty and staff of all schools, and all students attending DLIFLC.

3. Terms.

a. Academic Specialist. One per school. Responsible for in-service faculty development, courses and test development, and non-resident instruction (planning, training, and quality control).

b. Associate Dean (AD). One per school. Senior military officer in each school's chain of command. Member of the Office of the Dean.

c. Associate Provost/Dean of Students (AP). Senior military officer in the Office of the Provost and the Provost organization, responsible for academic programs and student affairs.

d. Branch. Found in multi-language departments of schools. Organization of teaching teams aligned under a department for management and educational purposes.

e. Branch Chief. Subordinate to a Department Chairperson, Branch Chiefs provide leadership and management to enhance the quality of instruction within their branch.

f. Chief Military Language Instructor (CMLI). One per school. Military Non-Commissioned Officer in charge of Military Language Instructors within each school. Member of the Office of the Dean.

g. Course. One of several components of a language program. It consists of a group of lessons, units, or modules arranged around one or more functional themes within a language program. For example, the Vietnamese 140 course introduces cultural subjects on traditions, religion, values, ethnic characteristics, etc., of the Vietnamese people.

h. Cumulative Grade. The result of averaging the grades students receive over a period of instruction.

i. Dean. One per school. Senior civilian educator responsible for the entire school. Member and leader of the Office of the Dean.

j. Dean's List. List, generated by the Academic Records Division, of students attaining a 3.65 GPA or higher each semester. The list is distributed to all Service Units and School Deans for inclusion in the students' performance history and to Public Affairs for inclusion in the Globe.

k. Department. Organization of teaching teams within each school for management and educational purposes.

l. Department Chairperson. Supervisor of all teachers and Branch Chiefs (if applicable) within his/her department. Provides leadership and management to enhance the quality of instruction and manage teacher and student resources within the department.

m. Disenrollment. Students who encounter academic or administrative difficulties that cannot be resolved will be disenrolled from the program. Schools and service units will coordinate on disenrollment actions. At the discretion of the sponsoring Service or agency, disenrolled students may be considered for placement in another training program or dismissed from the Service or agency.

n. Executive Officer (XO). One per school. Military Officer in each school responsible for all facilities and personnel support programs.

o. Feedback. Feedback is an essential element of the educational process. Formal feedback will be documented in writing and given to students at least every 60 days (30 days for Category I languages) by their Teaching Teams. In conjunction with their grades, feedback allows students to understand how they are progressing throughout the program.

p. Final Course Grade. The grade students receive at the end of each course. It is the weighted average of all grades students receive during a given course, including the final exam.

q. Final Learning Objectives (FLOs). The skills and knowledge students should possess at the end of their language education program at DLIFLC. There are four groups of FLOs: Proficiency, Performance, Regional Studies, and Ancillary. In basic language programs, students are educated in all four FLO groups. Other DLIFLC programs focus primarily on Proficiency FLOs.

r. Formal Counseling. Formal counseling ensures students are aware of their specific academic/disciplinary status. Formal counseling is expressly intended to identify academic or disciplinary deficiencies, assign remediation, reinforce academic objectives or reiterate disciplinary standards. It is required (DLIFLC Form 864) to advise students of impending changes to their academic status.

s. Informal Counseling. Informal counseling comprises the bulk of day-to-day, contact with students. Informal counseling ensures each student is aware of what is expected of him/her in the academic and disciplinary context and how they are meeting those expectations. Informal counseling should be a

continuous process that addresses minor issues requiring minor remediation. No documentation is required.

t. Military Language Instructor (MLI). Enlisted military personnel assigned to the schools to teach students and complement teaching teams. Ideally, there is one MLI per teaching team.

u. Minimum Successful Grade. A final grade of D is required to pass each individual course. The cumulative grade point average (GPA) to successfully complete the program must be 2.0 (C) or higher.

v. Office of the Dean (OD). For the purpose of this regulation the OD refers to the Dean, AD, and CMLI.

w. Probation. A student academic status that requires the teaching team to provide tailored instruction at a ratio of three students or less per teacher for a specific period of time. A student is placed on probation after failing to make appropriate progress while on special assistance status. Probation also informs the student that, unless there is significant improvement during the probation period, disenrollment is a possibility.

x. Program. The entire set of educational courses included in a language enrollment option, such as Basic, Intermediate, or Advanced. For example, the Basic Arabic program is 63 weeks long and is made up of 15 courses.

y. Provost. Senior academic official at the Institute. The provost supervises all deans and is responsible for the entire educational mission of the school.

z. Quiz. An assessment created and graded by a teacher or teaching team. Examples include extemporaneous quizzes and in-class assignments. Quizzes may be in a variety of formats, including constructed response, fill-in-the-blank, or multiple choice.

aa. Recycle. Students who encounter academic or administrative problems may be recycled to a subsequent class. Ideally, students will be recycled to a point in the program no later than the onset of the problem that caused the recycle. Schools and service units coordinate on recycle actions. The goal of recycling is to save resources, enhance student proficiency, and provide the Services with as many qualified linguists as possible.

bb. Service Unit Commander. Commanders of the Army's 229th Military Intelligence (MI) Battalion (ATFL-MIB), the Air Force's 311th Training Squadron (311 TRS), the Navy's Naval Technical Training Center Detachment (NTTCD) and the Marine Corps' Marine Corps Detachment (MCD). Only personnel in these positions (or their representatives, if so designated) may perform actions specified for Service unit commanders in this regulation.

cc. Special Assistance. A student academic status that requires the

teaching team to provide tailored instruction at a ratio of three students or less per teacher for a specified period of time. A student may be placed on special assistance at any time when deemed necessary by the teaching team.

dd. Split Section. Any time the section is divided into two or more groups of students to decrease the number of students per teacher in an effort to enhance the educational process.

ee. Student Leaders. The highest ranking military member of each class and section is appointed the student leader in writing by the AD. Student leaders assist faculty members in maintaining classroom discipline and are responsible for the behavior and appearance of students in their class or section. They also act as spokespersons for their students and act as the point of contact for military and academic authorities.

ff. Tailored Instruction. Instruction uniquely designed to enhance a student's education or correct a student's specific academic problem. Tailored instruction must be given to students whose academic status is "Special Assistance" or "probation." It is recommended, but not mandatory, for students whose academic status is not "Special Assistance" or "Probation" but who are having academic difficulties.

gg. Teaching Team (TT). The TT is a group of language teachers assigned to educate a specific group of students. The typical TT is composed of six civilian teachers and one MLI. A TT of this size would be responsible for the education of three 10-person student sections.

hh. Team Leader. Member of a teaching team designated as the single point of contact for activities within the team.

ii. Test. An evaluation instrument created at the department, school, or Institute level, given during a course or program of instruction. The term "examination" is sometimes also used. Tests may be constructed in a variety of formats, including constructed response, fill-in-the blank, or multiple choice.

## CHAPTER 2

### IN-PROCESSING/OUTPROCESSING

1. Each school will only in-process those sponsored or space available students that Operations Plans and Programs (OPP) has authorized to attend class.
2. The Office of the Dean (OD) will conduct student in-processing and orientation briefings in the school beginning with the first day of a new class to provide vital information to all students. This orientation briefing may not be delegated to levels below the OD. All available department chairpersons, branch chiefs, and civilian and military members of teaching teams will attend.
3. An overview of the topics shown below should serve as the minimum list of topics to be covered during in-processing. Schools may add topics to enhance the experience for the students. Some topics will require additional or repeated explanations to ensure understanding for all students.

Note: Items preceded by an asterisk must be covered on the first day of instruction. All other items must be completed by the end of the first full week of instruction.

- a. FLOs and their interrelationships.
- b. Educational concepts and methods.
- \*c. Academic schedule to include the academic day, each semester, the entire program, breaks, holidays, leave, and absences.
- d. Testing program concepts to include end-of-program testing, and grading of tests, quizzes and homework.
- e. Academic status to include feedback, counseling, special assistance, probation, recycle, disenrollment procedures, and support that is available.
- f. Graduation criteria to include diplomas, certificates of completion, certificates of attendance, transcripts, and college credit.
- \*g. Institute, School, and Service unit relationships including both the internal and external relationships and identification of key personnel.
- \*h. Student leader, section leader, and individual student roles and responsibilities.
- \*i. Relationships among students and student leaders, teaching teams, department chairpersons, and the OD.

\*j. Safety, security and emergency procedures.

4. Outprocessing. After the DLPT and ESQ are complete and the classroom has been properly cleaned, students will be released from class for scheduled outprocessing activities. The DLIFLC Form 806 is not necessary for these outprocessing activities.



## **CHAPTER 3**

### **Final Learning Objectives (FLOs)**

1. DLIFLC curricula will be designed to develop the language skills and knowledge students will need at their final field assignments.

2. The basis for the curricula is the Final Learning Objectives (FLOs). The National Security Agency and Defense Intelligence Agency, in coordination with the four military Services, have defined the FLOs for our students. The 33 FLOs listed in figure 3.1 for the Basic programs are grouped into the four categories shown below. Other programs, such as Intermediate and Advanced, will also be based on the FLOs described in this chapter, but will usually be at higher or more in-depth levels than in the Basic programs.

a. PROFICIENCY: Traditional language skills of Listening, Reading, Speaking, and Writing. See Fig. 3.2. for a full description.

b. PERFORMANCE: Operational abilities military linguists need to accomplish their mission. These performance FLOs can only be accomplished satisfactorily if the linguist is skilled in the Proficiency FLOs.

c. REGIONAL STUDIES: Often referred to as area studies, this is the knowledge of the culture, people, politics, society, military, etc. of the areas where the target language is used.

d. ANCILLARY: Miscellaneous abilities linguists need to perform their duties (e.g., use of lexical aids and recognition of dialects).

3. Basic program students are tested at the appropriate level of each of the four FLO groups at the end of each semester, as described in Figure 3.1. Students in other programs are tested on the Proficiency FLOs.

<i>Objectives</i>	<i>Domain</i>		<i>Tasks, Goals, or Content Area</i>
<i>Proficiency</i>	Listening	1	ILR Level 2 (facts from routine conversations on familiar topics)
	Reading	2	ILR Level 2 (simple, authentic material on familiar topics)
	Speaking	3	ILR Level 2 (routine, limited conversations on common topics)
	Writing	4	ILR Level 1+ (simple, short notes on routine topics)
<i>Performance</i>	Speaking	1	Bio data interview
		2	Problem Solving (negotiate, determine, explain, resolve)
	Interpreting	3	Translate, at least in summary, English and target language inter-changes
	Listening	4	Produce an English summary of a conversation
		5	Produce an English summary of a news broadcast
		6	Answer content questions about a conversation
		7	Answer content questions about a news broadcast
	Transcribing	8	Transcribe text in native script (for transliteration, see below)
		9	Transcribe (single pass) decontextualized numbers
		10	Transcribe (single pass) numbers in context
	Reading	11	Summarize a written target language text in clear, idiomatic English
		12	Answer content questions about a written target language text
		13	Read reasonably legible native handwriting
	Translating	14	Translate a target language text into idiomatic English
		15	Translate transcripts
		16	Translate an English text into target language
<i>Regional Studies</i>		1	Military & Security
		2	Economic & Political
	(Area Studies)	3	Scientific & Technological
		4	Cultural & Social
		5	Geography (Physical, Political, Economic)
<i>Ancillary</i>	Manner or Tenor	1	Level of style, cultural connotations, politeness forms
	Colloquial Usage	2	Exposed to greatest extent possible
	Accuracy	3	Understand language structure
	Text Processing	4	Know techniques
	Lexical Aids	5	Explicit introduction and practice

	Transliteration	6	Practice transcription in transliteration
	Phonetics	7	Know commonly used military and civil systems
	Future Growth	8	Know how to become more proficient after graduation

**Figure 3.1**

4. Proficiency FLO Test Battery: The DLPT.

a. Proficiency FLOs are tested by the Defense Language Proficiency Test (DLPT).

b. Figure 3.2 shows proficiency levels, as described by the Interagency Language Roundtable (ILR). They characterize proficiency in the four language skills of listening, reading, speaking and writing.

5. Performance FLO Test Battery: Ten tests. The tests focus on:

- a. Summarizing conversations and broadcasts
- b. Answering questions about conversations and broadcasts
- c. Transcribing texts
- d. Transcribing numbers
- e. Reading content questions
- f. Reading native handwriting
- g. Translating from target language to English
- h. Translating from English to target language
- i. Eliciting biographical data
- j. Conducting two-way interpretations

NOTE: These tests will eventually be incorporated into the final exams of each semester.

6. Regional Studies and Ancillary Tests: The Institute will develop these tests incrementally on a language by language basis. When they become

available, students will take them and results will be reported in the same format as the Proficiency and Performance FLO test results.

## INTERAGENCY LANGUAGE ROUNDTABLE (ILR) SCALE:

LEVEL	FUNCTIONS/ TASKS	CONTEXT/ TOPICS	ACCURACY
5	All expected of an educated Native Speaker (NS)	All subjects	Accepted as an educated NS
4	Tailor language, counsel, motivate, persuade, negotiate	Wide range of professional needs	Extensive, precise and appropriate
3	Support opinions, hypothesize, explain, deal with unfamiliar topics	Practical, abstract, special interests	Errors never interfere with communication & rarely disturb
2	Narrate, describe, give directions	Concrete, real-world, factual	Intelligible even if not used to dealing with non-NS
1	Q&A, create with the language	Everyday survival	Intelligible with effort or practice
0	Memorized	Random	Unintelligible

**Figure 3.2**

## CHAPTER 4

### ACADEMIC DAY

1. The duty day for permanent party civilian and military personnel is 0745 to 1645, including a break for lunch. The academic duty day for all students is 0755-1530, including a break for lunch. Students are required to be in class during the entire academic day.

2. Special Programs and Assessment Period.

a. The Institute has reserved additional time during the academic day for teaching teams (TT) to provide additional assistance to students when needed. This period will be used to conduct tailored instruction, voluntary enrichment, testing, or whatever the Office of the Dean (OD) deems appropriate.

b. These sessions are mandatory formations for students on special assistance or probation, and those designated by their TTs as needing additional help. On a space available basis, those receiving voluntary enrichment may also receive tailored instruction during this period. On a weekly basis TTs and the OD will decide which students will participate in this supplementary education on a mandatory basis. The faculty will take advantage of having fewer students in class to provide focused tailored instruction to better meet individual needs.

c. Procedures.

(1) Weekly, TTs review the academic status of each student and identify to the Chairperson, students who need special programs during the following week.

(2) Chairpersons provide the lists of students required to attend special programs to the OD for review and concurrence. Once approved by the OD, each student must be notified in writing using the DLIFLC Form 864.

(3) By 1545 each Thursday, each school provides the service units the list of students who will participate in these mandatory programs. Students not in special programs will be released to the service units.

(4) Students receiving voluntary enrichment need to be reported to the service units in those cases when the enrichment will take place after 1530.

3. Classroom Protocol With Visitors

a. Visitors from off-post must be coordinated through the Protocol Office and OD.

b. The OD will plan for visits in advance to minimize disruptions to learning. Classroom activities remain the number one priority and will continue as planned when visitors enter a classroom. Students and teachers should not come to attention, stand up or in any way interrupt classroom activities for visitors.

c. The section leader should ensure that there is always an extra seat available for a visitor and that the classroom is always presentable.

4. Responsibility for Student Accountability.

a. Service Unit Commanders are responsible for all military students under their command. This includes all students assigned to DLIFLC in PCS, TDY, or any other status.

b. Supervisors of non-military, federally employed students (e.g., FBI students) have the responsibility for administrative and punitive actions when students fail to comply with regulations, procedures or laws. Through Operations, Plans, and Programs (OPP), OD will keep the appropriate commanders or supervisors informed of the status of every student.

c. Schools will forward copies of counseling records, accountability forms, and other records of activities to students' commanders or supervisors as required.

5. Student Attendance, Absence, and Leave Policy

a. Class attendance is mandatory for all students, both military and civilian (including students attending on a space available basis). Ordinary leave is not authorized while in student status except during the Winter Break and scheduled academic breaks. Emergency or convalescent leave approved by the appropriate Service unit for military students or through OPP by the sponsor of civilian students are the only other leaves authorized during any language program.

b. Service units must strictly control attendance and keep absences to an absolute minimum. When an absence is absolutely necessary, the student will request it using DLIFLC Form 806, Academic Absence Accountability, using the process outlined in paragraph d below. Military students will request the absence from their service units and civilian students will request the absence from OPP in coordination with the sponsoring agency.

c. Service units will coordinate with the Associate Provost/Dean of Students and all affected schools, at least one week in advance, when a large number of students will miss class for service related activities.

NOTE: Integrity at all levels is critical to the success of this process.

d. The OD will report any questionable or unauthorized absence to the service unit for military students or to OPP (for coordination with the sponsoring agency) for civilian students for action as appropriate. For military personnel, an unauthorized absence is grounds for action under the

Uniform Code of Military Justice (UCMJ) and administrative dismissal from DLIFLC. For civilian students, an unauthorized absence is grounds for actions by the sponsoring agency and administrative dismissal from DLIFLC. Students **will not** be permitted to make up work (including tests) which occurred during an unauthorized absence.

e. Academic Absence Accountability (DLIFLC Form 806)

(1) Any student who misses class is required to present a completed DLIFLC Form 806 (Figure 4-1) to the TT leader and student section leader before returning to class. The TT leader and the student leader will immediately refer students without a completed form to the School Associate Dean (AD) or his/her designated representative.

(2) Procedures

- (a) Students obtain DLIFLC Form 806 from their service unit or OPP (schools also maintain forms on hand for the convenience of the students) in advance of the appointment requiring the student to miss class. Regardless of where the form is obtained, the process begins at the assigned service unit or OPP as appropriate.
- (b) Student fills out blocks 1, 2, and 3 and gives the form to the teaching team leader as far in advance of the absence as possible.
- (c) Teaching Team Leader signs block 4 and returns the form to the student.
- (d) Student has the appropriate agency fill out and sign block 5 of the form and returns the form to the appropriate service unit for an authorized signature in block 6.
- (e) Student returns the form to the section leader and returns to class.
- (f) The section leader will ensure that the CMLI or AD gets a copy of each Form 806.

(3) Responsibilities

(a) Students

- i. Schedule all appointments while on casual status or outside scheduled class time whenever possible.
- ii. Obtain DLIFLC Form 806 in advance of appointments during scheduled class time.



- iii. Inform the student section leader and teaching team leader of planned absences as far in advance as possible.
- iv. Present DLIFLC Form 806 to appointment representative for annotation when arriving at and leaving the appointment.
- v. Present completed and signed DLIFLC Form 806 to the student section leader upon returning to class.

(b) Student Leaders

- i. Annotate student's absence or presence in class on DLIFLC Form 812, Daily Student Accountability Report.
- ii. Ensure all returning students have appropriate documentation and attach it to the DLIFLC Form 812.
- iii. Immediately refer students returning to class without a complete and properly signed DLIFLC Form 806 to the AD or his/her designated representative.
- iv. Forward a copy of each DLIFLC Form 806 to the OD daily.
- v. Forward DLIFLC Form 812 along with copies of all DLIFLC Forms 806 to the OD by the end of the academic week.

(c) School

- i. AD will coordinate with service units for all required actions regarding student absences.
- ii. OD will ensure all students, student leaders, and faculty members understand the attendance and absence policy.
- iii. AD will annotate any unexcused student absence on DLIFLC Form 806 and will forward all Forms 806 to the service units daily.
- iv. Teaching team leader will sign the DLIFLC Form 806 in block 4 and annotate in the comments section if an important activity, such as an exam will be missed.
- v. Teaching team will provide students with advance class work and homework assignments for excused absences.

(d) Service Unit

- i. Brief all students on unit-specific attendance and absence policies.
- ii. Assist students in securing appointments outside of scheduled classroom time.
- iii. Designate personnel within the unit who have approval authority to sign DLIFLC Form 806.
- iv. Take appropriate disciplinary action for any student who fails to comply with the attendance policy of the Institute.
- v. Coordinate with the Associate Provost and the Schools for planned Service unit-related absences.

(e) All other units on the Presidio of Monterey and POM Annex.

- i. Make every effort to schedule student appointments outside normal classroom hours.
- ii. Annotate and sign the DLIFLC Form 806, Block 5 to verify student appointment information.

e. Daily Attendance Reports (DLIFLC Form 812)

- (1) Schools will provide attendance reports for the preceding week to each unit commander by the close of business each Tuesday.
- (2) Schools will send a copy of each report to the appropriate department chairperson.
- (3) Schools will retain a copy of attendance reports on all students until the student completes the program or leaves the school for any reason. If a student graduates, the attendance record may be destroyed. If a student is assigned to another school for any reason, the losing school will forward the attendance record to the gaining school.

## 6. Faculty and Staff Professional Development Days

a. Conducted on Blood Drive days (see chapter 5), these days will be used for educating teachers and staff to improve the quality of education programs at DLIFLC. The education will focus on enhancing and updating current skills, discussing the latest techniques in language education, and developing greater unit/team cohesion.

b. School Deans, Department Chairpersons and supervisors will ensure they schedule effective, innovative educational programs for their faculty and staff.

## 7. Out-Of-Class Educational Activities.

a. Out-of-class educational activities enhance the classroom experience by providing educational opportunities outside the Presidio of Monterey (POM) during a normally scheduled academic day. These "field trips" will be designed to enhance the cultural knowledge and language skills of the students in a non-classroom setting. The number and frequency of these activities will be determined by the OD, and may vary by class, teaching team, language and school as requirements and resources change. Examples of acceptable out-of-class educational opportunities include: visits to local restaurants serving food common to the countries in which the target language is spoken, visits to museums and historic sites with a tour guide or teacher using the target language, or any other activity that contributes to cultural and language learning. All out-of-class educational activities must begin and end within the confines of the Presidio of Monterey.

### b. Responsibilities.

(1) Teaching Team leaders will:

- (a) Plan out-of-class activities that will enhance student language skills and cultural knowledge.
- (b) Submit requests for all out-of-class activities to OD through the department chairperson using DLIFLC Form 717, Request for Out-of-Class Training (figure 4.3).
- (c) Submit all requests at least 14 duty days in advance of the planned activity to ensure adequate planning, proper scheduling, and sufficient time to coordinate with Service units that have students expected to participate. Additional time should be allowed for unusual requests or when scheduling activities may require additional time.
- (d) Ensure a minimum of one teacher per section is present during all phases of out-of-class activities.
- (e) Provide a workday schedule for teachers not participating in out-of-class activities. Teachers who do not participate in the out-of-class activity are not excused from work.
- (f) Ensure all students participating in the out-of-class activity receive a safety briefing prior to departure. Student accountability must be maintained throughout the activity. Topics included in figure 4.4 are the minimum to include in the safety briefing. Items specific to the planned activity will be added to the briefing. Teaching team leaders may use student leaders for assistance in safety-related areas, but

they remain ultimately responsible for the entire activity to ensure the safety and accountability of all students.

- (g) Ensure all out-of-class activities begin and end within the confines of the POM. Students must be back at the POM by 1530 hours unless prior approval has been arranged with all applicable Service unit commanders.
  - (h) Ensure appropriate supervised classroom activities are available to any student unable to participate in the out-of-class activity.
  - (i) Coordinate with the OD for transportation as necessary.
- (2) Department Chairperson will:
- (a) Concur or nonconcur with all requests for out-of-class activities.
  - (b) Provide feedback to team leaders on each nonconcur to facilitate modifications to the request before submitting it to the OD for approval/disapproval.
  - (c) Forward requests to the OD for approval/disapproval.
- (3) OD will:
- (a) Evaluate each request for its appropriateness to language learning and make the decision to approve or disapprove each request.
  - (b) Ensure all applicable Service units are notified of approved out-of-class training activities. Notification should be completed at least five duty days before the activity.
  - (c) Coordinate with applicable Service units for approval of all out-of-class training activities that start before 0755 or go beyond 1530 hours prior to granting approval of such requests.
  - (d) Maintain all approved requests on file with the historical records for the class.
- (4) Service unit commanders will:
- (a) Approve or disapprove requests for their respective Service personnel to attend out-of-class activities that start before 0755 hours or end after 1530 hours.

- (b) Determine student attire for their personnel participating in out-of-class activities. Determination should consider the School's proposed attire and Service criteria.
- (c) Approve or disapprove out-of-class activities for any Service member on restriction or other forms of administrative punishment.
- (d) Arrange for box lunches or reimbursement for missed meals for personnel not on separate rations, as necessary.

c. Policies and Procedures.

(1) Request/Approval. Each request must be made and approved using DLIFLC Form 717, figure 4.3. The request must include a description of the activity in the remarks section that details how the activity will contribute to improving language skills and/or enhancing cultural knowledge.

(2) Transportation. Team leaders must arrange for transportation through the OD at least 14 days prior to the scheduled trip. The Institute does not budget for transportation costs for out-of-class activities. Transportation options available for out-of-class activities are as follows:

(a) TMP Vehicles. Fifteen-passenger TMP vans can be scheduled through the Directorate of Logistics at no cost, but are subject to availability. The driver must have a valid state driver's license, possess an Army Defensive Improvement Program (ADIP) card, and a DD Form 1902, Certificate of Qualification.

(b) Government-Contracted Buses. Buses must be used for activities outside the Monterey Peninsula-Salinas area. The Directorate of Logistics will pay for these buses when funds are available. Schools should determine if funds are available for government-contracted buses before arranging for privately contracted buses.

(c) Privately-Contracted Buses. When government-contracted buses are unavailable, team leaders can schedule for private buses with the costs absorbed by the students and teachers participating in the activity. Because of the cost involved, any out-of-class activity using private buses must be offered to students on a voluntary basis.

(d) Privately-Owned Vehicles (POVs). Use of POVs is permitted only for local trips within the Monterey Bay-Salinas area. Big Sur to the South and Santa Cruz to the North define the local Monterey Bay-Salinas area for field trips. It is permissible to use POVs if there are enough student and teacher volunteers with vehicles to safely accommodate all students and teachers. Team leaders must make extra efforts with regard to accountability and safety briefings whenever POVs are used.

(3) Costs. All out-of-class activities that require students to pay for transportation, food, etc. must be offered to the students on a voluntary

basis. Team leaders must make arrangements for alternate classroom activities for all students electing not to participate in the out-of-class activity because of the cost.

(4) Alcohol. There will be no consumption of alcohol by any student, faculty or staff member, guest or any other person participating in the activity. To promote awareness and compliance with this policy, the statement, "NO ALCOHOL IS PERMITTED ON THESE ACTIVITIES" must be initialed by the team leader in the remarks section of the DLIFLC Form 717.

**ACADEMIC ABSENCE ACCOUNTABILITY**

**Student:** *Present this completed form to your section leader upon return to class.*

**PRIVACY ACT STATEMENT:** This information is solicited by the authority of USC 3012 and will be used to provide authority and accounting for periods of student absence from class. Disclosure of this information is mandatory.

1. \_\_\_\_\_  
 NAME RANK SSN SERVICE UNIT

2. \_\_\_\_\_  
 CLASS NUMBER SECTION

3. Absence from class required for: \_\_\_\_\_  
 REASON  
 From \_\_\_\_\_ / \_\_\_\_\_ to \_\_\_\_\_ / \_\_\_\_\_  
 TIME DATE TIME DATE

4. **Teaching Team Leader Notified** (when appointments are scheduled in advance)  
 \_\_\_\_\_ / \_\_\_\_\_  
 SIGNATURE DATE TIME

5. **Appointment:** \_\_\_\_\_  
 TIME ARRIVED TIME LEFT DATE  
 \_\_\_\_\_  
 APPOINTMENT REPRESENTATIVE SIGNATURE PHONE NUMBER

6. **Unit:** Commander / Supervisor Approve / Disapprove permission to return to class  
 \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 SIGNATURE PHONE NUMBER DATE TIME

7. **Section Leader:** *If blocks 1, 2, 3, 5, and 6 are not completely filled out, send individual to the Associate Dean or designated representative.*  
 \_\_\_\_\_  
 TIME STUDENT ARRIVED IN CLASS SECTION LEADER SIGNATURE DATE

8. Comments  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

DLIFLC FORM 806  
12 Nov 98

Previous editions are obsolete

**FIGURE 4.1**



# DAILY STUDENT ABSENCE REPORT

Class \_\_\_\_\_ Section \_\_\_\_\_  
Section Leader \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTIONS:**

1. Section Leader will fill out the form on daily absences of student(s) and send to the OSD. Section Leader should make sure that all columns, especially each student's name and unit, be filled out correctly. Unit abbreviations "A" for A Co, etc., "AF" for Air Force, "M" for Marine Corps, and "N" for Navy.

2. "A" indicates absent for the entire period/hour; "L\_\_" indicates number of minutes arrived late; "E\_\_" indicates number of minutes left class period/hour early.

3. Unit Name & Rank	(1)	(2)	(3)	(4)	(5)	(6)	(7)	REMARKS
---------------------	-----	-----	-----	-----	-----	-----	-----	---------

[illegible]

4. Comments \_\_\_\_\_

\_\_\_\_\_

Section Leader Signature/Rank\_\_\_\_\_ Date\_\_\_\_\_

DLIFLC Form 812  
15 Jan 97

Previous editions are obsolete

**FIGURE 4.2**

REQUEST FOR OUT-OF-CLASS TRAINING		
From	Date	
THRU <b>DEPARTMENT CHAIRPERSON</b>	To <b>OD</b>	
CLASS NUMBER Students	Week of Instruction	# of
TO VISIT (PLACE/PURPOSE)		
DEPART (DATE/TIME)		RETURN (DATE/TIME)
PROPOSED STUDENT ATTIRE		
CIVILIAN _____		MILITARY UNIFORM _____
TEAM LEADER		
PARTICIPATING TEACHERS:		
CLASS LEADER		
TRANSPORTATION		
TMP VEHICLE _____		GOV'T CONTRACTED BUS _____
PRIVATE BUS _____		POV _____
ESTIMATED FINANCIAL COST TO STUDENT		
REMARKS		
DEPARTMENT CHAIRPERSON _____		CONCUR
OD _____		DISAPPROVE
		NONCONCUR

**REMARKS**

Safety brief given by \_\_\_\_\_initials on \_\_\_\_\_ (date).

NO ALCOHOL IS PERMITTED ON THESE ACTIVITIES \_\_\_\_\_initials of Team Leader

DLIFLC Form 717, Replaces DLIFLC Form 717, 1 Sep 93 which is obsolete  
15 Jan 97

**FIGURE 4.3****SAFETY BRIEFING TOPICS**

Team leaders who set up the out-of-class training activity will make sure that, as a minimum, students receive a safety briefing on the following topics (as applicable) before the activity begins.

- SAFETY
  - Do not use alcohol.
  - Buckle up when in vehicles with seat belts.
  - Rest before driving and periodically while enroute.
  - Weather
- SECURITY
  - Travel in groups.
  - Use the "Buddy" system.
  - Tell people your expected destination, route of travel, and time of arrival so they will know if someone is missing.

**FIGURE 4.4**

## CHAPTER 5

### ACADEMIC BREAKS

1. The primary mission of every student at DLIFLC is to master the Final Learning Objectives (FLO) of his/her designated language. To ensure educational programs fully exploit time available within their authorized duration, the following list shows the approved days when no formal language education will be scheduled.

a. Federal Holidays. The public holidays shown below are established by law (5 USC 6103) and may be found in Chapter 13, AR 630-5, Holidays. These holidays will be observed except when military operations prevent observance. When the holiday falls on a Saturday, the preceding Friday will normally be considered a holiday. When the holiday falls on a Sunday, the following Monday will normally be considered a holiday.

- (1) New Year's Day, 1 January
- (2) Martin Luther King's Birthday, third Monday in January
- (3) Presidents' Day, third Monday in February
- (4) Memorial Day, last Monday in May
- (5) Independence Day, 4 July
- (6) Labor Day, first Monday in September
- (7) Columbus Day, second Monday in October
- (8) Veterans Day, 11 November
- (9) Thanksgiving Day, fourth Thursday in November
- (10) Christmas Day, 25 December
- (11) Others, when directed by proper authority under law

b. Training Holidays - Four annually, as designated by HQ TRADOC. Normally associated with selected federal holidays: Memorial Day, Independence Day, Labor Day and Thanksgiving.

c. Blood Drive Days - Two per year per school. After coordination with the schools, the 229th MI Battalion S-3 will announce dates of Blood Days as far in advance as possible by publishing them on the Master Calendar of Events.

d. Language Day - One day. Normally in the spring.

e. Military Ceremonies - Change of Command Ceremonies for DLIFLC Command Group and Commanders of 229th MI Battalion, 311th Training Squadron, Naval Technical Training Center Detachment, and the Marine Corps Detachment will be conducted in the afternoon when possible. Participating students will be released from class at their normal lunch hour. Students will not be released for ceremony practices without the approval of the Commandant.

f. Winter Break - All DLIFLC students are afforded the opportunity to participate in a two-week winter break in late December/early January each year. Student leave during this period is at the discretion of the Service unit commander. DLIFLC in coordination with HQ TRADOC will determine the appropriate dates each year. Homework will not be assigned during the break; however, students should strive to work on their language development, as time is available throughout the break.

g. Academic Break - A one week break in the class schedule of all language programs longer than 25 weeks is authorized. All programs from 26 to 34 weeks in duration that include the Winter Break will not have an Academic Break. Breaks must be taken during a four-day week associated with a three day federal holiday weekend. Exception to this must be approved by the Office of the Provost, and may normally be given only during the months of March through May. It may not be taken in conjunction with the two-week Winter Break. Use DLIFLC Form 711, Request for One-Week Academic Break (figure 5.1). Homework will not be assigned during the break; however, students should strive to work on their language development, as time is available throughout the break.

2. Students will be released to their Service units or sponsoring agencies when they have time off from class, e.g., participating in Blood Drives, winter breaks, etc.

3. Military/civilian staff and faculty will normally participate in professional development during the times when students are not in class as outlined in Chapter 4.

<b>REQUEST FOR ONE WEEK ACADEMIC BREAK</b>			<b>1. Date</b>
<b>2. From: Team Leader</b>	<b>3. Thru: Department Chair</b>	<b>4. To: OD</b>	
<b>5. Class Number</b>		<b>6. Starting Date of Class</b>	
<b>7. Proposed Break Week</b>		<b>8. Graduation Date</b>	
<b>9. Remarks</b>			
<b>10. Department Chairperson's Printed Name</b>			<b>11. Signature</b>
<b>12. From: OD</b>	<b>13. Thru: Department Chair</b>	<b>14. To: TT Leader</b>	
<b>15.</b> <ul style="list-style-type: none"> <li>• REQUEST FOR ONE WEEK ACADEMIC BREAK IS APPROVED</li> <li>• REQUEST FOR ONE WEEK ACADEMIC BREAK IS DISAPPROVED FOR THE FOLLOWING REASONS:</li> </ul>			
<b>16. OD Representative's Printed Name</b>			<b>17. Signature</b>
<b>18. Units Assigned (circle for distribution)</b>  Co A   Co B   Co C   Co D   Co E   Co F   Co G   NTTCD   MCD   311th TRS  Copy to: ATFL-OPP-PO and ATFL-DAA-AR			

15 Jan 97

**FIGURE 5.1**



## CHAPTER 6

### GRADING

#### 1. Grading Philosophy.

a. An effective grading system must satisfy several objectives. It must:

(1) Test learning objectives and be clearly understood by all teachers and students.

(2) Provide feedback to students.

(3) Furnish information to other institutions, allowing students to transfer credits from DLIFLC.

(4) Generate meaningful assessment data for DLIFLC program evaluation.

(5) Capture summative information for students' current or future schools or units of assignment.

b. The DLIFLC grading system:

(1) Does not attempt to accomplish all grading system objectives with a single set of data.

(2) Correlates test or course grades to established end-of-program proficiency goals.

(3) Must be standardized throughout the Institute to provide a common definition of student ability.

#### 2. Grading System.

a. Grading objectives 1.a. (1), (2), (4) and (5), above, are satisfied through end of semester final exams and the DLPT.

b. Grading objectives 1.a. (1), (2), (3) and (5), above, are addressed through a grading system with the levels shown below including "plus" or "minus" supplements (no A+, D-, F+ or F- grades will be given).

- A Superior
- B Above average
- C Satisfactory
- D Barely Passing
- F Failing

c. The following values are used to compute a student's GPA throughout the program, within courses, and for end-of-course grades:

A 4.0	B 3.0	C 2.0	D 1.0
A- 3.7	B- 2.7	C- 1.7	F 0.0
B+ 3.3	C+ 2.3	D+ 1.3	

d. To maintain a relationship among language programs, course grades, and end-of-program FLO goals, the grades assigned on tests should be based on historical performance data and should serve as sound predictors of student performance on end-of-program performance assessments.

(1) Based on previous end-of-program results, criteria for a "C" grade are established for each test, which are consistent across the Institute. Bottom Line: A grade of "C" should mean the same thing on any test in any school.

(a) Historical data shows individual tests vary in difficulty, and student grades fluctuate accordingly.

(b) To reflect these differences in test difficulty, the criteria required to receive a "C" grade are computed independently for each test or test component (e.g., Module 1 or Module 2, Listening or Reading).

(2) Criteria for the minimum successful grade (C) and other grades of each test must be determined before it is administered.

(3) Once the minimum criteria for a C grade are established for a test, similar procedures will be used to determine appropriate cutoff criteria for all other grades.

(4) The TT must ensure students are informed, in writing, of the numerical or descriptive criteria for each grade on each test before the test is administered.

(5) Impression grades, such as "classroom participation," will not be used to determine final course grades.

(6) Final course grades shown on each student's transcript will be based on a weighted average of all grades on tests, quizzes, and homework, developed at or above the Chairperson/Branch level, and the final exam for each course. The weight of the final exam will be the same throughout the Institute. The weight of the other evaluation instruments will be determined at the school level.

(7) Each Basic program will be divided into three semesters composed of five courses each (X01, X02, X10, X20 and X40, with X identifying the semester). An individual grade will be given for each course. Each school will determine the end date of each semester for each program and inform the teachers, students, and Academic Records Division of this date before the end of the first week of each semester.

(8) The number of semesters in all other programs (e.g., Intermediate and Advanced) depends on the length of the program.

(9) As a guideline, students must maintain, over the most recent four weeks of instruction (two weeks for Category I languages), an average grade of C or better in all courses. Failure to meet this standard will result in academic or administrative action (e.g., tailored instruction, special assistance, probation, or disenrollment) as specified in Chapter 7.

(10) Recycled students receive new grades for all parts of the program they repeat. Recycled students will retain the grades they received for all parts of the program not repeated.

(a) Any student who is academically recycled will receive the course grade earned after he/she is recycled for all repeated courses. For example, a student receives an "F" in FL 101, is academically recycled, repeats the course and receives an "A." The final course grade is "A." The grade from the first time completing the course is retained in the student's record, meaning that the student in the example above will have both the "F" and the "A" grades used to compute the cumulative GPA.

(b) Any student who is administratively recycled will receive the course grade earned after he/she is recycled for all repeated courses. For example, a student receives a "B" in Fl 101, is administratively recycled, repeats the course and receives an "A." The final course grade is "A."

3. Recording Grades. For standardization in computing each student's course grade, all letter grades, including the final exam grade, will be converted into the appropriate numerical value, weighted, averaged, and then reconverted to a single letter grade for each course.

#### 4. Reporting Grades.

a. TTs will report all test, quiz, and homework grades and provide feedback to students not later than five duty days after a test or quiz is administered or homework is turned in.

b. Schools will report all course grades to the Academic Records Division within four academic days after the end of each semester. The grade report will include the following information: student name, social security number, class, course, completion date, and letter grade. Schools will submit grade reports for all Basic program courses on electronically. Schools will submit grades for all other programs electronically and include the final program grade.

c. The Academic Records Division will report course grades to schools and Service unit commanders for distribution to students within four academic days of receipt of all grades for the class from the school.

d. The Evaluation and Standardization (ES) Directorate administers end-of-program DLPTs (Proficiency FLOs) for all language programs. ES also administers final exams that incorporate ability of all other FLOs for most programs. Schools develop and administer final exams that incorporate mastery of all other FLOs for language programs not administered by ES. ES and the schools will report scores for these tests to Academic Records Division as soon as possible after the tests are completed, but no later than five duty days before graduation.

5. Responsibilities.

a. Each School Dean ensures:

(1) All school, department, branch, and team grading practices in his/her school conform to all guidelines stated in this regulation.

(2) The OD reports all students' current grades to their service unit commanders at least once a month.

(3) All course grades are reported within 5 duty days of the end of each semester to the Academic Records Division for recording and forwarding to the respective Service unit commanders.

b. Department Chairpersons/Branch Chiefs ensure:

(1) They explain all grading policies and procedures to all military and civilian teachers and ensure each teacher can clearly explain these to all students.

(2) During the first week of each class, teachers clearly explain all grading policies, standards, and procedures to all students.

(3) All TT grading practices conform to Institute policies.

(4) All TTs report test, quiz, and homework grades to students within five duty days as established in this regulation.

(5) All teachers refer unresolved challenges or problems concerning student grades to (in order) the team leader, department chairperson, or OD for resolution.

c. TTs will:

(1) Brief all students on policies, standards, and procedures for administering and grading tests, quizzes, and homework within the first week of each semester.

(2) Report all test, quiz, and homework grades to students within five academic days of each test, quiz, or homework turn in.

(3) Answer all student questions and attempt to resolve any student concerns regarding testing procedures and grading policies and procedures.

(4) Refer all unresolved challenges or problems concerning student grades to (in order) the team leader, department chairperson, or OD for resolution.

d. Academic Records Division will:

(1) Compute semester GPA for all students to determine eligibility for the Dean's List. A copy of the Dean's List will be provided to the GLOBE, appropriate school, and all Service unit commanders.

(2) Publish end-of-course grade reports and provide them to the schools and respective Service units for distribution to students.

(3) Publish end-of-program DLPT test battery results for respective Service units and schools.

(4) Maintain student enrollment records.

(5) Produce transcripts for every student; and a diploma, certificate of completion, or certificate of attendance, as applicable, for each student.

## CHAPTER 7

### STUDENT ACADEMIC STATUS

#### 1. Responsibilities.

##### a. TTs will:

(1) Provide all academic personnel, materials, and techniques at their disposal to enable students to achieve all FLOs.

(2) Provide meaningful feedback and written progress reports to each student concerning his/her progress in the language program. The TT will provide the original of each progress report to the department chairperson.

(3) Conduct formal and informal counseling, as needed, with students regarding academic and disciplinary problems encountered during their program of study. Formal counseling will include educational plans with tailored instruction as required to meet each student's specific needs.

(4) Maintain copies of student counseling, special assistance, probation, and recycle reports until the student graduates or leaves the school. If the student is placed in a different school, all records will be transferred to the gaining school.

(5) Ensure proper documentation is maintained to support any recommendation of special assistance, academic probation, recycle or disenrollment.

(6) Immediately provide all available information on suspected academic misconduct to the Department Chairperson.

##### b. Department Chairpersons will:

(1) Assist TTs, when necessary, to ensure proper documentation is packaged appropriately in all academic recommendation packages.

(2) Coordinate (concur/nonconcur) on each recommendation submitted by the TT for special assistance, academic probation, recycle, or disenrollment. If the chair does not concur with the TT recommendation, he/she will explain the rationale behind the decision and provide guidance to the TT on the most effective way to proceed with the student.

(3) Provide a copy of all actions, with which he/she concurs, to the OD no later than 0800 the next day.

##### c. The OD will:

(1) Review, monitor, and keep records (grade and counseling reports) related to all student academic problems and disciplinary actions. Some of these records are duplicative of the TTs' records, but may include administrative information or actions taken with specific students.

(2) Conduct formal academic and disciplinary counseling to support TTs and chairpersons, when necessary.

(3) Notify the student's Service unit of all formal counseling.

(4) Approve or disapprove all recommendations to place a student on probation. For disapproved cases, explain the rationale behind the disapproval and provide guidance to the chairperson on the most effective way to proceed with the student.

(5) Coordinate with the appropriate Service unit commander on all recycle and disenrollment decisions. If the recycle decision includes sending the student to a different school, the Dean of the gaining school must be included in all recycle decisions.

(6) Disapprove or recommend approval of each recommendation for academic recycle. For disapproved cases, explain the rationale behind the disapproval and provide guidance to the chairperson on the most effective way to proceed with the student.

(7) Approve or disapprove each recommendation for academic disenrollment and explain to the student his/her appeal rights in approved disenrollment actions. Notify Service units of all approved recommendations. Assist the TT and the chairperson in preparation of, and subsequent administrative processing of, all disenrollment packages.

(8) Prepare DLIFLC Form 716, Notice of Change in Student Status (figure 7.1), for all approved actions when complete.

(9) Notify (and meet with, as necessary) the Associate Provost/Dean of Students on any unresolved issues with Service unit commanders.

d. Service unit commanders (or their designated representative) will:

(1) Ensure students establish and maintain productive study habits throughout the program of instruction.

(2) Work with each school staff to identify potential student problems as early as possible and support counseling efforts to ensure students receive timely and effective assistance.

(3) Establish and sustain materials, procedures, and programs within each unit to assist student language education.

(4) Coordinate with the OD(s) on all recycle and disenrollment matters.

(5) Initiate recommendations to the OD for any administrative recycle of students. Approve or disapprove each School recommendation for the academic or administrative recycle of any student.

(6) Provide administrative support to students in the preparation of any appeals of disenrollment actions.

(7) Concur or nonconcur with OD recommendations for the academic disenrollment of any student who has not received mandatory probation, but who is recommended for disenrollment based on exceptional circumstances.

(8) Handle all actions concerning administrative and disciplinary student issues. Request the OD initiate the DLIFLC Form 716 for administrative or disciplinary disenrollments. Notify the student of any disenrollment that is administrative or disciplinary in nature.

(9) Notify (and meet with, as necessary) the Associate Provost/Dean of Students on any unresolved issues with the OD.

(10) Coordinate with OPP, OD, and the Dean of Students all requests to place a disenrolled student into "Y" status.

(11) Determine language change eligibility for each student disenrolled from a language program of study (consider the recommendations of both the previous school and the potential new school).

(12) Coordinate enrollment of any student changing to a new language program with OPP and the OD of the gaining School.

(13) Coordinate any special educational requirements with the OD.

(14) In accordance with applicable Service directives, investigate disciplinary infractions (to include allegations of cheating) and take the appropriate actions.

(15) Coordinate actions, when appropriate, with the Reserve Forces Advisor.

e. The Associate Provost/Dean of Students will:

(1) Serve as the final authority for adjudication of all routine student academic actions.

(2) Coordinate unusual or precedent setting cases with the DLIFLC Command Group.

f. The Commandant will:

(1) Serve as final authority for adjudication of unusual or precedent setting academic, administrative, or disciplinary disenrollment actions.



(2) Review, at his/her discretion or as requested, any disciplinary administrative or disenrollment action for approval/disapproval based on the merits of each case. Any student may request, through the appropriate chain of command, to present his/her appeal directly to the Commandant. Approved disenrollment actions will be forwarded to Service unit commanders for reassignment processing. Disapproved actions will be returned to the appropriate chain of command for further action as required.

(3) Disenroll, at his/her discretion, any student for action(s), which undermine sound military order and discipline (e.g., fraternization, excessive administrative/disciplinary problems, etc.). Personnel disenrolled under such circumstances will be immediately processed for permanent change of status.

## 2. Policy and Procedures.

### a. Academic Feedback.

(1) Feedback is an essential element of the educational process. At least once per month (Category I and II languages), a member of the TT will provide academic feedback and a written progress report to each student. A copy of all written progress reports will be forwarded to the Department Chairperson. For Category III and IV languages, academic feedback and written progress reports must be accomplished at least every other month. The chairperson will maintain copies of all reports.

(2) TT members will use DLIFLC Form 864, Periodic Assessment Report (figure 7.2), to document the monthly feedback and to serve as progress reports.

### b. Informal Counseling.

(1) Informal counseling comprises the bulk of day-to-day, verbal contact with students. Informal counseling ensures students are aware of what is expected of them in the academic and disciplinary context. Informal counseling should only be used for minor issues requiring minor remediation.

(2) No documentation is required.

### c. Formal Counseling.

(1) When necessary, students will be formally counseled to ensure they are fully aware of their academic/disciplinary status. The school and service unit must carefully guide each student through remediation, and provide immediate feedback. As a minimum, students will be formally counseled immediately upon determination of a requirement for, or occurrence of, any of the following:

(a) Significant changes in academic standing (though not requiring special assistance). Use DLIFLC Form 864.

(b) Placement on or removal from special assistance status. Use DLIFLC Form 852, Record of Special Assistance/Probation (figure 7.3).

(c) Placement on or removal from probation status. Use DLIFLC Form 852.

(d) Recommendation for recycle or disenrollment. Use DLIFLC Form 838, Recommendation for Recycle or Disenrollment (figure 7.4).

(e) Significant or recurring disciplinary problems.

(f) Allegations of cheating.

(2) School members must use DLIFLC Form 864 to document all formal counseling or disciplinary issues.

(a) For academic counseling, the TT will identify any problem(s) and provide suggestions to correct them.

(b) For disciplinary situations such as failure to turn in homework assignments, not being prepared for class, or any other inappropriate behavior, the TT will formally counsel the student reminding him/her of the established disciplinary requirements in the classroom. This counseling will include the consequences of not correcting the behavior, such as possible disenrollment for failure to complete assignments or participate in class activities, adverse Academic Evaluation Reports (AER), or disciplinary action under the UCMJ.

(3) The TT must document all formal counseling to include the following: diagnosis of the issue, recommended corrective action, time frame in which the corrective action must be complete, and consequences of failure to perform up to expected standards.

(4) The student will sign the form acknowledging the counseling took place. The student may make comments concerning the issue in the space provided on the form and/or on a separate attachment to be included for the record. If the student refuses to sign the form, the TT will document on the form the student's refusal to sign.

(5) Notification and Forwarding. The TT will provide a copy of the counseling form to the OD as soon as possible, ensuring sufficient time for the OD to forward the documentation to the Service unit within the following guidelines.

(a) For academic counseling, the OD will notify the Service unit within one duty day of the counseling session and provide documentation to the unit within three duty days of the counseling (except for monthly feedback).

(b) For disciplinary counseling, the OD will notify the Service unit immediately and provide the documentation by the next duty day. Service unit commanders will take the appropriate action. If the OD determines the

student behavior is too disruptive for the student to remain in class, the OD will remove the student from class, contact the service unit immediately, and coordinate the appropriate action with the service unit.

(c) To ensure maximum information about students is available to Service unit commanders, the OD will provide the academic records to the unit along with documentation of all academic counseling, and upon request by the unit for disciplinary counseling.

d. Special Assistance.

(1) The TT may recommend and the OD approves special assistance for any student. Students may volunteer for assistance if the resources are available.

(2) Special assistance should be considered under any of the following circumstances:

(a) A pattern of declining academic performance, even though minimum academic requirements are being met.

(b) A series of excused absences from the classroom that have resulted in substantial missed instructional hours.

(c) A pattern of performance which has resulted in, or is indicative of, failure to meet academic requirements.

(3) Special assistance is normally the first remedial action for academic deficiencies and normally will last at least 10 academic days.

(4) Placement of a student on special assistance status will be:

(a) Documented on DLIFLC Form 852, Record of Special Assistance/Probation (figure 7.3). The form will note the academic deficiency, the instruction tailored to correct the deficiency, length of special assistance, and any other specific conditions.

(b) Reported by the OD to the Service unit within one duty day of the counseling session with all documents forwarded to the Service unit by the OD within three duty days for subsequent action.

(5) Special Assistance is conducted with a student/teacher ratio of not more than three students per teacher.

(6) Special assistance covers material tailored to correct each student's academic deficiencies. It is not a homework period.

e. Probation.

(1) Probation is recommended by the TT and approved by the OD. A student is normally on special assistance status with a minimum of 10 days of tailored instruction before being placed on probation.

(2) A student is placed on probation under either of the following circumstances:

(a) When the four week grade average (two weeks in Category I languages) remains less than C in the same skill area at the end of special assistance.

(b) A pattern of performance has resulted in failure to meet graduation requirements.

(3) Placement of a student on probation requires:

(a) Documentation by the TT on DLIFLC Form 852, recommending the student is placed on probation. The TT will forward the form to the Department Chairperson for review. If the chairperson concurs, he/she will send the form to the OD for approval. If approved, the TT will present the form to the student to notify him/her of the probationary status and obtain the student's signature acknowledging receipt of the form.

(b) TT use of DLIFLC Form 852 to note the academic deficiency, the tailored instruction proposed to correct the deficiency, anticipated length of probation, and any other specific conditions.

(c) The student's signature on the front of DLIFLC Form 852 acknowledging probationary status and conditions of the probation. If the student refuses to sign the form, the TT will document on the form the student's refusal to sign. The chairperson will provide a copy of DLIFLC Form 852 to the OD by 0800 the next duty day. The OD will notify the Service unit within one duty day of the student's placement on probation and will provide copies of all relevant documents to the unit within three duty days.

(4) Probation for all students will include a minimum of 10 academic days of tailored instruction. If the student, at the end of the probationary period, fails to meet the criteria outlined in his/her DLIFLC Form 852, the TT will recommend recycle or disenrollment of the student from the program. If a student demonstrates significant improvement during the initial probation period, but fails to achieve passing grades, the TT may recommend one additional probation period using normal probation recommendation procedures.

(5) Tailored instruction for students on probation will be conducted with a student/teacher ratio of 3:1 or less. Lower ratios will be used when teachers are available.

(6) No student may have more than two different probationary periods during any single program of instruction. If he/she fails to maintain his/her grades during the second probation, the TT will initiate a recommendation for recycle or disenrollment.

f. Recycles. Students may be recycled within any educational program for academic or administrative reasons. Based on the academic needs and availability of classroom space, the student will be recycled to the academic day in the program most conducive to student success. This may include day one, in effect, restarting the program. If the recycle decision places a student in another school, the dean of the new school must be included in the decision-making process. For the purpose of recycles, the languages that are divided between two schools must be considered as one language program and the student recycled to the class that makes the most sense academically, regardless of which school this places the student in. The OD(s) will make every effort to recycle the student to a point in the program at or before the point the student began to experience academic problems. While the school or service unit has the authority to recommend recycle action, the service unit commander must approve the action because of its impact on service pipelines. A student may be recycled as many times as necessary as long as the school and service unit agree.

(1) The TT or service unit commander may recommend a student recycle. The OD and commander must agree to recycle a student and how much of the program the student will repeat. The authority to make this decision will not be delegated to a level lower than the OD or the Service unit commander. If they cannot agree, they will refer the case to (and meet with, as necessary) the Associate Provost/Dean of Students for resolution.

(2) Students recommended for recycle will remain in their current class until the recycle process is complete. The student and TT must continue all educational activities until the recycle takes place.

(3) A student may be denied the opportunity to recycle based on several factors which may include any of the following: lack of financial resources; no space in a class matching the student's learning needs; inability to change a student's reporting date for the follow on assignment; or needs of the sponsoring Service or agency. The following guidelines apply:

(a) A recycle to a new class or less than one-week-old class requires a seat reservation coordinated with the DLIFLC Operations, Plans and Programs Directorate and the appropriate Service's quota manager (e.g., PERSCOM Liaison Office for the Army).

(b) When a student is recycled, the student's learning needs and available class space will determine the class he/she enters.

(c) If the number of students to be recycled exceeds the number of available student spaces, priority for recycle will be based on each student's academic records and probability of success, matched with the needs of the sponsoring service or agency. If students from more than one service or agency are involved, the OD will establish the order of priority in consultation with the Service unit commanders or agency representatives. If students of only one service are involved, the commander of those students will determine the priority for recycle.

(4) A recycle should be considered under any of the following circumstances:

(a) A pattern of declining academic performance, even though minimum academic requirements are being met.

(b) A pattern of performance that has resulted in, or is indicative of, failure to meet academic requirements.

(c) A series of excused absences from the classroom that have resulted in substantial missed instructional hours.

(d) The failure (final grade of "F") of any of the primary language courses in the program (FL 101, 102, 110, 201, 202, 210, 301, 302, or 310).

(5) Procedures.

(a) A student must receive a minimum of one probationary period with at least 10 academic days of tailored instruction before a recycle recommendation for academic grounds may be made.

(b) Record recycle recommendations on DLIFLC Form 838, Recommendation for Recycle or Disenrollment (figure 7.4). The TT will complete and forward the form and all supporting documents to the Department Chairperson.

(c) The Department Chairperson will review the recommendation for recycle and concur or nonconcur. If the chairperson concurs, he/she will forward the recommendation package to the OD for recommendation of approval or disapproval. If the chairperson does not concur, he/she will return the package to the teaching team with specific guidance on the most effective course of action for the student.

(d) The OD will coordinate the package with the Service unit commander. Service units will respond to the school within three duty days on all recycle recommendations. If the commander approves the recommendation, the OD will complete DLIFLC Form 716 and notify the student of the decision. If the commander does not approve, the OD will retain the student in the current language program or proceed with disenrollment actions.

(e) Any student recycled for academic reasons will be placed on probation upon reentering an instructional program. The recycled student will remain on academic probation for: Category I and II languages - no less than 10 academic days and no more than 20 academic days; Category III and IV languages - no less than 20 academic days and no more than 40 academic days. These times are intended to provide guidance to the TT and ensure students receive appropriate assistance and are not subjected to unnecessarily extended academic jeopardy.

(f) The gaining teaching team is equally responsible for the success of recycled students as for the success of students currently in their sections. The gaining teaching team will also receive credit for recycled students who successfully complete the program. For example, a section that begins with eight students, has two students recycled in, and graduates all ten successfully will have a success rate for that section of 125 percent.

g. Disenrollments. Students may be disenrolled from an educational program for academic or administrative reasons. The OD has the authority to approve disenrollment for academic reasons. The OD will coordinate all academic disenrollment recommendations and associated packages with Service unit commanders. Service unit commanders have the authority to approve disenrollment for administrative reasons. If the Service unit commander or OD of a student being disenrolled proposes to enroll the student in another program, they must confer on the advisability of doing so with the OD of the school that would gain the student. The following disenrollment procedures apply:

(1) A student must normally receive a minimum of one probationary period with at least 10 academic days of tailored instruction before a disenrollment recommendation for academic reasons may be made.

(2) Academic Grounds.

(a) The TT will document each recommendation for academic disenrollment on DLIFLC Form 838, Recommendation for Recycle or Disenrollment. This action will be based on a team decision, but any individual within the student's instructional hierarchy may initiate the written recommendation. The TT will forward the recommendation and all supporting documentation to the department chairperson. Supporting documentation should include, as a minimum, all counseling, special assistance, probationary and tailored instruction records (DLIFLC Forms 852 and 864), grades, and other relevant educational records.

(b) The department chairperson will review each disenrollment package and concur or nonconcur. If the chairperson concurs, he/she will forward the package to the OD no later than 0800 the next duty day following concurrence. If the chairperson does not concur, he/she will return the package to the TT with the rationale and recommendations for the best course of action for the affected student.

(c) The OD (in coordination with the service unit commander) will review each recommendation forwarded by the department chairperson for disenrollment within three duty days and either:

(1) Disapprove the recommendation and return the package to the Department Chairperson with definitive instructions to provide tailored instruction, continue probation, or start recycle actions, or;

(2) Approve the recommendation, immediately notify (in writing) the student and service unit commander of the intended disenrollment

action, and inform the student about the appeal process. The student will contact the service unit for service unique appeal procedures.

(3) Administrative or Disciplinary Grounds.

(a) When a Service unit decides to disenroll a student for administrative or disciplinary reasons it will immediately notify the OD, which will prepare the DLIFLC Form 716.

(b) Recommendations for administrative or disciplinary reasons initiated from within the School may come from the TT, chairperson, or OD and will follow the school's chain of command through the OD to the Service unit commander. The school will not make recommendations for disenrollment due to "lack of effort." This is a military discipline issue that is the responsibility of the service unit. Recommendations formerly made under the heading "lack of effort" will be made based on documented student behavior such as failure to complete assignments, refusal to participate in class activities, and failure to prepare for class. The Service unit commander will review the recommendation and either:

(i) Disapprove the recommendation and return the package to the OD with definitive guidance, in which case the Associate Provost/Dean of Students will make the final determination, or,

(ii) Approve the recommendation and request the OD notify the student, in writing, of the proposed disenrollment action and inform him/her of the student appeal process. The Service unit will inform the student of Service unique appeal procedures.

(4) Academic disenrollment from any program without probation may be considered for special cases or to accommodate exceptions not covered in this regulation. In such cases, the Service unit commander must concur with the School for the action to be carried out.

(5) Any student recommended for disenrollment will remain in his/her current language program until the disenrollment process is complete. The student and TT will continue all educational activities.

(6) If the student chooses not to appeal the disenrollment, the OD will prepare DLIFLC Form 716 and the student is disenrolled.

(7) In cases where a student is immediately enrolled in a different language program, annotation is required on the DLIFLC Form 716 used for the disenrollment action. The student's GPA throughout the second language program will only reflect grades received during the second program.

(8) In cases where a student is not immediately enrolled in a different language program, only one DLIFLC Form 716 is required at the time of disenrollment. If a student is later enrolled in a different language program, no change is made on the original DLIFLC Form 716. The Service unit must initiate a new DLIFLC Form 716 to enroll the student in the new program.



(9) Due to the "needs of the Service," a service unit may want a student to remain in class after being disenrolled for academic reasons. This request must be agreed upon by the Service Program Manager and the affected OD, and approved by the Provost's Office. The student will participate in all educational activities and take all tests but will not receive a Diploma or Certificate of Completion. The student will only receive a Certificate of Attendance regardless of his/her DLPT scores.

#### h. Appeals.

(1) Any student recommended or approved for academic disenrollment has the right to appeal the action. The student will indicate his/her intent to appeal within one academic day of receiving notification of disenrollment by endorsement on the written notification. The OD will then forward the disenrollment package to the student's Service unit commander within one academic day. Students will be given the opportunity to examine the documentation supporting the disenrollment recommendation and submit a rebuttal statement, along with any other relevant documents, challenging the proposed action. If the student appeals, written rebuttal must be given to the Service unit commander no later than three duty days after notification of intent to appeal. The commander will assess the disenrollment package and the rebuttal; then notify the OD of concurrence or nonconcurrence within five duty days of the original disenrollment notification.

(2) Students will remain in their current language program until the appeal process is complete. The student and TT must continue all educational activities until the student's appeal process is complete.

(3) The OD and Service unit commander will review all appeal documents submitted by the student. If, after reviewing the student input, the OD and commander agree that disenrollment is appropriate, the OD will initiate DLIFLC Form 716 and the student will be disenrolled. If, after reviewing the student input, the OD and commander agree that disenrollment is inappropriate, the disenrollment process is terminated and the student remains in class. In either case, the OD will notify the student of the decision.

(4) If, after reviewing the student input, the OD and commander cannot agree on the disenrollment recommendation, they will forward the case to the Associate Provost/Dean of Students for resolution.

(5) Any appeal of a disenrollment for disciplinary reasons must be appealed directly to the Service unit. The appeal process will be the same as in paragraphs 1 through 4 above.

#### i. Academic Misconduct.

(1) DLIFLC will not tolerate any form of academic misconduct. Academic misconduct includes, but is not limited to, cheating, forgery, plagiarism, fabrication, theft of instructional material or tests, alteration of grades, or failing to report suspected misconduct.

(2) When a student is suspected of academic misconduct, the TT or any other individual(s) observing the alleged misconduct will immediately provide all available information to the OD.

(a) The OD will immediately notify the student's Service unit commander, provide the unit with all available information, and direct the student to report to the unit.

(b) Academic misconduct is a disciplinary issue and is the responsibility of the service units. The service unit will carry out an assessment, inquiry, or investigation (as appropriate), with the full cooperation of the school. The Service unit will take appropriate administrative and/or disciplinary action(s) based on findings. Students under investigation will remain in class during the investigation.

(3) In cases of confirmed academic misconduct, the student will be disenrolled from DLIFLC.

# NOTICE OF CHANGE IN STUDENT STATUS

1. Initiating School _____ Control Number _____ Date _____	
Authorized Official: Name _____ Signature _____	
2. Thru _____ 229th MI BN (Army students) _____ NTTCD (Navy students)	_____ 311 TRS (Air Force students) _____ MCD (Marine Corps students)
TO ATFL-DAA-AR	
3. Student Information	
a. Name _____	b. SSN _____
c. Service & Pay Grade _____	d. Unit _____
e. Losing Class _____	f. Student Stop Date _____
g. Week of Training _____	h. GPA _____
i. New Class/Team _____	j. Student Start Date _____
4. Academic	5. Administrative
_____ (ZA) Inadequate Ability	_____ (ZK) Disciplinary/LOE
_____ (LA) Turn Back/Ahead Same Program (circle) New Class _____	_____ (ZS) Loss of Security Clearance
_____ (KA) Language Change New School _____	_____ (LZ) Turn Back/Ahead Same Program (circle) New Class _____
6. Medical	_____ (KZ) Language Change New School _____
_____ (HJ) Medical Hold	_____ (HZ) Administrative Hold
	_____ Other (Must Specify Code)
7. Early Graduation - Copy must be forwarded to ATFL-ESM	
Original Graduation Date _____	New Graduation Date _____
FLO Test Results:	Subskills: 1. _____ 6. _____
DLPT Type _____	2. _____ 7. _____
DLPT Listen _____ Date _____	3. _____ 8. _____
DLPT Read _____ Date _____	4. _____ 9. _____
DLPT Speak _____ Date _____	5. _____ 10. _____
8. Remarks (Use Reserve Side if Necessary)	
9. FOR SERVICE ADMIN USE ONLY	10. FOR ATFL-DAA-AR USE ONLY
	Date _____ Initials _____
	Received _____

Received _____	ATRRS _____
	Copies Filed _____
	Returned _____

DLIFLC Form 716      Previous editions are obsolete  
15 Jan 97

**Figure 7.1**

**Courses Comprising The Foreign Language Basic Program**

<b>Completion Date</b>	<b>CRS #</b>	<b>Courses</b>	<b>*Grade</b>
	FL 101	Elementary FL I	
	FL 102	Elementary FL II	
	FL 110	Elementary FL Conversation	
	FL 120	Introduction to Job Related Skills in the FL	
	FL 140	Introduction to FL Culture	
	FL 201	Intermediate FL I	
	FL 202	Intermediate FL II	
	FL 210	Intermediate FL Conversation	
	FL 220	Introduction to Military Topics in the FL	
	FL 240	History and Geography of the FL Region	
	FL 301	Advanced FL I	
	FL 302	Advanced FL II	
	FL 310	Advanced FL Conversation	
	FL 320	Comprehensive Military Topics in the FL	
	FL 340	Area and Intercultural Studies within the FL Region	

\* If a student does not complete a course once started, a "W" will be placed in the appropriate grade column

**8. Remarks (continued)**

DLIFLC Form 716 (Reverse)  
15 Jan 97

**Figure 7.1**

PERIODIC ASSESSMENT REPORT					
NAME	RANK	SERVICE	CLASS #	WEEK #	DATE
LISTENING CGPA		READING CGPA		SPEAKING CGPA	
CURRENT PERFORMANCE (Circle)		CURRENT PERFORMANCE (Circle)		CURRENT PERFORMANCE (Circle)	
Exceeds Standards		Exceeds Standards		Exceeds Standards	
Meets Standards		Meets Standards		Meets Standards	
Below Standards *		Below Standards *		Below Standards *	
ATTITUDE		HOMEWORK		NON-ACADEMIC DISTRACTIONS	
Motivated		Satisfactory		Yes *	
Not Motivated *		Unsatisfactory *		No	
INSTRUCTOR COMMENTS (Asterisk (*) circled items require explanation)					
This is ACADEMIC FEEDBACK    FORMAL COUNSELING (circle)					
STUDENT COMMENTS (Rebuttal to instructor's comments)					

TEACHER SIGNATURE/DATE	STUDENT SIGNATURE/DATE
------------------------	------------------------

DLIFLC Form 864  
15 Jan 97

Previous editions are obsolete

**Figure 7.2**



## RECORD OF SPECIAL ASSISTANCE/PROBATION

NAME:		CLASS/SECTION:	
RANK:	SERVICE:	UNIT:	

You are being placed on      SPECIAL ASSISTANCE      PROBATION      (circle)

A: Academic Areas Needing Improvement:

B: Tailored Instruction Plan (Outline):

Name & Position of Initiator

Signature

Date

C: Condition of Special Assistance/Probation:

Dates: From \_\_\_\_\_ to \_\_\_\_\_

I understand the above Deficiencies, Plan, and/or Assistance/Probationary Status.

Student Signature/Date		
Team leader/Supervisor/Chairperson	Signature	Date

DLIFLC Form 852  
15 Jan 97

Previous editions are obsolete

**Figure 7.3**

RECORD OF TAILORED INSTRUCTION				
Student:				Class/Section:
Date	Time		Teacher Notes	Student's Initials
	From:	To:		
Additional Comments:				
Team leader/Supervisor/Chairperson				Date

**Figure 7.3**

RECOMMENDATION FOR RECYCLE OR DISENROLLMENT					
STUDENT NAME (LAST, FIRST, MIDDLE INITIAL)			RANK		DATE
CLASS/SECTION		SSN			
SERVICE		UNIT			
RECOMMENDATION					
<p>DISENROLLMENT: ACADEMIC</p> <p>DISENROLLMENT: ADMINISTRATIVE</p> <p>RECYCLE</p> <p>OTHER EXPLAIN:</p>					
JUSTIFICATION					
<p>ENCLOSURES: DLIFLC FORM 864 OTHER (LIST):</p> <p>DLIFLC FORM 852</p>					
MINIMUM PASSING GRADES: LISTENING _____ READING _____ SPEAKING _____					
TT COMMENTS:					
TT REPRESENTATIVE NAME			SIGNATURE		DATE
TEACHING TEAM MEMBER COMMENTS					
C	CWE	NC	C	CWE	NC
TEACHER			TEACHER		
C	CWE	NC	C	CWE	NC

TEACHER			TEACHER		
C	CWE	NC	C	CWE	NC
TEACHER			TEACHER		

DLIFLC Form 838  
15 Jan 97

Previous editions are obsolete

Figure 7.4

TEACHING TEAM LEADER COMMENTS (REQUIRED)		
CONCUR	CONCUR WITH EXCEPTION	NONCONCUR
NAME	SIGNATURE	DATE
CHAIRPERSON COMMENTS (REQUIRED)		
CONCUR	CONCUR WITH EXCEPTION	NONCONCUR
NAME	SIGNATURE	DATE
ADDITIONAL REMARKS:		



DLIFLC Form 838 (Reverse) Previous editions are obsolete  
15 Jan 97

**Figure 7.4**



## CHAPTER 8

### GRADUATION CRITERIA

1. Diplomas. DLIFLC Diplomas are awarded for successful completion of all requirements in programs that have a predetermined end-of-program proficiency requirement. This includes all Basic, Intermediate and Advanced programs and the Defense Threat Reduction Agency (DTRA) program. Students who complete other types of programs will receive certificates of attendance. To receive a DLIFLC Diploma, the student must:

a. Pass all DLIFLC language courses with a grade of "D" or higher (does not apply to advanced programs).

(1) Any student who fails (receives a final course grade of "F") a primary language course (X01, X02, or X10) should be recommended for recycle [see Para 7-2f(4)(d)].

(2) Any student who fails (receives a final course grade of "F") a secondary language course (X20 or X40), and is not recycled, will receive remedial education in the failed course and will be given special projects or additional examinations to raise the grade in the failed course.

b. Maintain a cumulative grade point average (GPA) of 2.0 or higher (on a 4.0 scale) on all DLIFLC language courses.

c. Achieve the following results on the DLPT:

(1) Basic programs - Level 2 or higher in listening and reading, level 1+ or higher in speaking.

(2) Intermediate programs - Level 2+ or higher in listening and reading, level 2 or higher in speaking.

(3) Advanced programs - Level 3 or higher in listening and reading, level 2+ or higher in speaking.

d. The Commandant may waive any criteria toward the award of the DLIFLC Diploma. Waivers will be considered on a case-by-case basis.

(1) Request for a waiver for any diploma criteria must originate with the applicable service unit.

(2) Waiver request must include justification accompanied by the student's records and any information that substantiates the request.

(3) Waiver request must be submitted to the Commandant no later than close of business, three duty days prior to graduation.

2. Certificates of Completion. Certificates of Completion are given to all

students who complete a program but do not qualify for a Diploma.

3. Certificates of Attendance. Certificates of Attendance are given, upon request, to any student who completes any portion of a DLIFLC language program but does not qualify for either a Diploma or Certificate of Completion.

#### 4. Linguist Certificates.

a. In Basic programs, DLIFLC certifies the student's ability level in the language studied at four levels: Novice, Basic, Intermediate, and Advanced. Linguist Certificates are awarded based on the DLPT results in the skills of listening (L), reading (R), and speaking (S).

b. The following are the minimum requirements, in terms of proficiency skill level requirements, for each level of certification:

<u>CERTIFICATE</u>	<u>PROFICIENCY LEVEL IN L, R, AND S</u>
Advanced	3
Intermediate	2+
Basic	2
Novice	1+ or below

5. Student Recognition. Each graduating student who exceeds the standards will be eligible for special recognition. This recognition will be highlighted in the graduation program, announced during the graduation ceremony, and will appear on the Diploma and transcript. To receive these honors, a student must meet all requirements for the DLIFLC Diploma plus meet the following criteria:

##### a. Basic Program.

(1) Honors	2/2/2 with at least 2+ in two skills (L, R, or S)
(2) High Honors	2+/2+/2+
(3) Highest Honors	2+/2+/2+ with at least 3 in two skills (L, R, or S)

b. Intermediate and Advanced Programs. To graduate with distinction in these programs, a student must meet all requirements for the DLIFLC Diploma plus exceed the requirement in at least one skill area of the DLPT.

#### 6. Early Departures.

a. Any Service or agency that directs a student to depart DLIFLC before his/her scheduled graduation date must immediately notify the Academic Records Division and the school of the student's new departure date by initiating a DLIFLC Form 716, Notice of Change in Student Status (figure 7.1).

b. Any basic language program student directed by his/her sponsoring Service or agency to depart DLIFLC before the scheduled graduation date may be awarded a Diploma if the student fulfills the five requirements below:

(1) Is in the final semester of his/her language program.

(2) Has received a "D" or higher in all completed courses in the language program.

(3) Has a cumulative GPA of 2.0 or higher on all completed courses.

(4) Passes the final examination for each course in the final semester with a grade of "C" or higher. (Early departures that pass the final exam will receive a "Pass" for each course instead of a letter grade. This grade will not affect the student's GPA.)

(5) Scores 2/2/1+ or higher on the DLPT.

c. Any student who must leave in the final semester and is unable to complete the graduation requirements for any course will receive a "Military Withdrawal (MW)" on the official transcript for all final semester courses not completed.

d. Any basic language program student accelerated through the first semester by the school may be awarded a Diploma if the student:

(1) Has received a "D" or higher in all completed courses in the language program.

(2) Has a cumulative GPA of 2.0 or higher on all completed courses.

(3) Passes the final examination for each course in the first semester with a grade of "C" or higher. (Accelerated students that pass the final exam will receive a "Pass" for each course instead of a letter grade. This grade will not affect the student's GPA.)

(4) Scores 2/2/1+ or higher on the DLPT.

e. Any student withdrawn from a language program prior to completing the second semester will not receive a DLIFLC Diploma or Certificate of Completion. The student will receive a Certificate of Attendance and the transcript will reflect all completed courses.

(1) The student who must leave before completion of the second semester may elect to take the final examination for any or all second semester courses with the approval of the school dean.

(2) The student will receive a "pass" grade for each course in which the final exam is passed and a "MW" for all other courses.

f. Each OD will attempt to make all adjustments necessary to the education and testing schedules to enable every student to complete requirements and receive diplomas.

g. School Deans will verify that each student has successfully met all academic requirements to receive the DLIFLC Diploma or Certificate of Completion.

7. Responsibilities.

a. Service unit commanders.

(1) Provide the appropriate school with the necessary documentation to complete the DLIFLC Form 716, Change in Student Status, for any student who must depart before completing the regularly scheduled program.

(2) Notify Academic Records Division of any military personnel considered ineligible for graduation due to noncompliance with respective Service unique regulations. Academic Records Division must receive notification not later than four days before the scheduled graduation date.

b. ODs. Provide Academic Records Division with:

(1) Grades for all courses completed as soon as possible, but not later than 1300, 7 duty days before graduation.

(2) Change-of-status documentation (normally DLIFLC Form 716) for students who depart before the end of the program.

(3) Updated class rosters prior to the graduation pre-brief, at least 10 duty days prior to graduation.

c. Evaluation and Standardization (ES) Directorate (Testing Management Division).

(1) Coordinate delivery of all DLPT results with the Academic Records Division as soon as they become available, but not later than 1300 hours, five duty days before the graduation ceremony.

(2) Provide certification of DLPT III or IV test results, at the graduate's request, under the "Credit by Exam" provisions of the most recent "Guide to the Evaluation of Educational Experience in the Armed Services".

(3) Coordinate oral testing with the DLIFLC Washington Office.

d. Academic Records Division:

(1) Provide a ninety day projected schedule of graduations to schools, units, and staff elements by memorandum one month prior to the end of each quarter.

(2) Provide finalized class rosters of all students scheduled to graduate to ES not later than six weeks before graduation.

(3) Provide schools, units, and staff elements a monthly schedule of graduations one week prior to the end of each month.

(4) Provide class rosters of all graduating students to the appropriate class leaders for verification not later than thirty days before graduation.

(5) Determine the appropriate levels and types of documents for program completion and awards in coordination with ES, and prepare them for presentation to eligible students.

(6) Prepare and maintain a record of student transcripts based on approved credit criteria.

e. Director, DLIFLC Washington Office. The following pertains to students educated through the Washington Office.

(1) Issue appropriate documents to students who complete language programs under the office's purview.

(2) Provide Academic Records Division with updates on student data pertaining to program completion and DLPT or equivalent scores to be used for statistical, historical, and student transcript purposes.

(3) Coordinate requirements for oral proficiency testing with ES.

#### 8. Post DLPT Education Program.

a. In certain cases, the school and Service unit may agree that a student who did not meet service requirements for follow-on training could meet the requirements with additional instruction after his/her class has graduated. In these cases, the student will graduate with his/her class (if all graduation criteria in this chapter are met), remain at DLIFLC for post DLPT education, and be placed in a Special Class (Code 41). The following must be considered in each case:

(1) The Service requirements can accommodate the additional time the student must spend at DLIFLC for this instruction.

(2) The school has the resources available to accomplish the additional instruction.

(3) Both the school and Service unit must agree that the probability of success for the student is high with the additional instruction. If either party disagrees, the student will not be placed into a post-DLPT enhancement program.

b. The Service unit and school will work together to determine the

specific learning objectives necessary for each student to achieve the proficiency requirements. As the objectives are developed, all parties must keep in mind that ES is only authorized to readminister a DLPT after a "special educational event" has been accomplished.

c. The teaching team will determine how much additional time is needed for the student to achieve the learning objectives of the service and develop a tailored program of study focusing on the learning areas necessary to meet the service's needs.

d. When the program is complete, the service unit will submit a request to ES for the student to be tested only on the specific learning objectives agreed upon by the school and service unit.

e. If the student retakes any part of the DLPT, his/her new score may be used to meet the graduation criteria outlined in this chapter and he/she will receive a DLIFLC Diploma if all other criteria have been met. The latest DLPT scores will be reported to the gaining unit.

f. Upon notification that a student has been placed into a Special Training Class (41), OPP will notify the Academic Records Division of this action. The following information is required:

- (1) Class number
- (2) Start date
- (3) Completion date
- (4) Number of weeks
- (5) Scheduled number of seats
- (6) School
- (7) Student name
- (8) Student SSAN
- (9) Service unit

g. The school will provide the Academic Records Division a course completion grade five working days prior to course completion. Once all requirements have been met, Academic Records will provide a Certificate of Attendance and the appropriate Linguist Certificate to the student.

## CHAPTER 9

### GRADUATIONS

1. Schools will conduct a suitable graduation ceremony for all students successfully completing a resident language program.

2. Uniform Requirements. The uniform for military faculty, staff, and students participating in the graduation ceremony is:

Army: Class A

Marine Corps: Service Dress A (Dress Blues Optional)

Navy: Service Dress Blues (Winter); Service Dress Whites E-6 and below,  
Summer Whites E-7 and above (Summer)

Air Force: Service Dress

Civilians: Coat and Tie or equivalent

3. Responsibilities.

a. Chief, Academic Records Division.

(1) Certify each student's eligibility for graduation.

(2) Prepare and make available all awards, diplomas, certificates of completion, certificates of attendance, linguist certificates, and transcripts at least one duty day before the graduation ceremony.

(3) Publish a "Projected Schedule of Graduations" once a quarter, deconflicting all Basic, Intermediate, and Advanced program graduations.

b. Office of the Dean.

(1) Notify the Academic Records Division of the graduation schedule at least 30 days before graduation.

(2) Submit completed DLIFLC Form 106, Recommendation for Award (figure 10.1) for each student eligible for an award, to the Academic Records Division, at least 10 duty days before each graduation. Forward a copy of each DLIFLC Form 106 to the appropriate service unit. DLIFLC Forms 106 will include a cover memorandum indicating each student by name, rank, class, and graduation date.

(3) Submit third semester grades to the Academic Records Division NLT 1200 hours, five duty days before graduation.

(4) Designate an individual as POC with outside agencies for coordinating all matters relating to graduation ceremonies.

(5) Prepare the graduation program highlighting each student who qualifies for an honor.

(6) Coordinate setup, execution and recovery operations of all graduation ceremonies. Ceremonies will be coordinated with other schools to avoid time and location conflicts.

(7) Each graduation ceremony must include the following: the National Anthem; introduction of VIPs individually (Commandant, Assistant Commandant, Garrison Commander, Provost, DLIFLC Command Sergeant Major, any Flag officers); introduction of service unit commanders and senior enlisted personnel as a group; guest speaker presentation; student speaker(s) presentation; and presentation of diplomas, certificates and awards.

c. Service Units and Companies of the 229th MI Battalion.

(1) Ensure students do not have out-processing appointments, household goods pick-ups, or unit requirements that would preclude them from attending the graduation ceremony or graduation-related activities.

(2) Ensure that DLIFLC Forms 106, Section II are completed and forwarded to the MLIMO at least 5 duty days prior to graduation.

d. School Graduation POC.

(1) Pick up class rosters from the Academic Records Division at least three weeks before the scheduled graduation.

(a) Ensure each student writes his or her current rank on the roster and initials the roster, verifying his/her name is correct.

(b) Return completed class rosters to the Academic Records Division at least nine duty days before graduation.

(2) Coordinate, organize, and arrange graduation ceremonies as directed by the Dean.

(3) Ensure staff, faculty, and graduating students are aware of all responsibilities as participants in graduation ceremonies.

(4) As required by the Dean, conduct a pre-briefing attended by all graduating class leaders before the ceremony. Recommended pre-graduation briefing topics include: sequence of events, seating arrangements, awards presentation instructions, and uniform requirements.

e. Public Affairs Office. Support the Academic Records Division and School Deans, as required, to distribute local and hometown news releases for all graduations.

f. Chief, ES Test Management Division.



(1) Coordinate with each OD to ensure all testing requirements are complete NLT 1100 hours five duty days before graduation.

(2) Provide all test results to the Academic Records Division as soon as possible, but NLT 1100 hours five duty days before graduation.

g. Audio-Visual Management Office. Provide photographic and audio support, as requested, for all graduations.

## CHAPTER 10

### ACADEMIC AWARDS

1. The academic awards program applies to students in resident language programs conducted at DLIFLC. Awards will be presented to students demonstrating academic excellence (defined by meeting or exceeding all published DLIFLC standards on the DLPT), consistently high interest in foreign language study, the highest standards of military/civil professionalism, and contributions to the local military/civilian community. The Academic Awards Board is encouraged to distribute academic awards to as many eligible students as possible. There is no restriction on the number of awards any individual student can receive. Early graduates are eligible for awards. Recommendations for early graduates will be submitted at the time of the student's departure, but he/she will be considered with the other nominees when the class graduates. The Academic Records Division will arrange for delivery of the award.

2. Responsibilities.

a. Associate Provost/Dean of Students (AP) is:

- (1) Responsible for the awards program.
- (2) Final approval authority for all awards.

b. MLI Management Office (MLIMO) must:

- (1) Convene an academic awards board before every graduation.
- (2) Forward board results to AP for final approval.
- (3) Forward approved names to Academic Records Division.

c. Academic Records Division will:

- (1) Forward DLIFLC Forms 106, Recommendation for Academic Award (figure 10.1), and final student GPAs to the MLIMO.
- (2) Prepare awards for presentation.

d. OD will:

- (1) Complete and forward DLIFLC Forms 106 to Academic Records Division and Service units.
- (2) Forward final grades to Academic Records Division.
- (3) Publish names of award winners in graduation programs (Optional).

e. Service unit commanders will:

(1) Provide a senior enlisted representative to participate on each Academic Awards Board.

(2) Complete and forward DLIFLC Forms 106 to the MLIMO.

f. ES Test Management Division will provide DLPT results to the MLIMO upon request.

3. Procedures.

a. OD will ensure DLIFLC Forms 106 are complete for each eligible student and forward a copy to the Academic Records Division and applicable service unit at least ten duty days before graduation.

b. Academic Records Division will forward copies of all DLIFLC Forms 106 to the MLIMO at least five duty days before graduation.

c. Service unit commanders will ensure DLIFLC Forms 106 are completed and forwarded to the MLIMO at least one duty day before the Board meets.

d. Academic Records Division will forward final student GPAs to the MLIMO at least one duty day before the Board meets.

e. ES Test Management Division will forward DLPT results to the MLIMO at least one week before graduation.

f. Service unit senior enlisted representatives will meet with the MLIMO to conduct an Academic Awards Board on the Friday before each graduation.

g. The MLIMO will forward a memorandum signed by the AP to the Academic Records Division with the names of all award winners immediately after the Board meets.

h. OD will request the names of the award winners from the Academic Records Division.

4. Precedence and Criteria. Following is a list of end-of-program awards and corresponding criteria. The Board will determine the recipients of all awards (except Donor/Faculty Book Awards) for all graduations.

a. COMMANDANT'S AWARD. Presented at all graduation ceremonies. When a decentralized graduation ceremony occurs involving more than one School, only one Commandant's Award per language category will be presented.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors." (See Chapter 8, Paragraph 5)

(3) Selection Criteria: Language proficiency, consistently high interest in foreign language study, and strong leadership contributions within the military unit, academic classroom and local community.

b. PROVOST'S AWARD. Presented at all graduation ceremonies. When a decentralized graduation ceremony occurs involving more than one School, only one Provost's Award per language category will be presented.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: Student must be in the top five percent of the class **AND** obtain DLPT scores that qualify the student to graduate with "Honors."

c. MAXWELL D. TAYLOR AWARD. Presented during the largest graduation ceremony each month. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: Military member from any service in the pay grade of E-4 and below graduating from a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

(3) Selection Criteria: Academic achievement and military performance. The award was established with the concurrence of General Maxwell D. Taylor. General Taylor was never a student at DLIFLC, but was considered the leading military linguist in the country. Therefore, the linguist selected must epitomize the highest ideals of the soldier/sailor/airman/Marine linguist.

d. MARTIN J. KELLOGG AWARD. Presented during the largest graduation ceremony each month. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

(3) Selection Criteria: High academic achievement in language education and documented dedicated efforts toward gaining a deeper understanding of the applicable foreign culture.

e. THE ASSOCIATION OF THE UNITED STATES ARMY (AUSA) GENERAL "VINEGAR JOE" STILWELL AWARD. Presented during the largest graduation ceremony each month.

(1) Eligibility: U.S. military graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

(3) Selection Criteria: Academic achievement, achievement in understanding of a foreign language, and a strong commitment to upholding military values.

f. THE COMMAND SERGEANT MAJOR'S AWARD. Presented during the largest graduation ceremony each month. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: Military member from any service in the pay grade of E5, E6, or E7 graduating from a basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors." (See Chapter 8, Paragraph 5)

(3) Selection Criteria: Academic achievement and military performance. The graduate selected for this award must epitomize high NCO/PO ideals and values, and display strong leadership contributions within the academic classroom, the military unit, and the local community.

g. CERTIFICATES OF ACHIEVEMENT. Presented at all graduation ceremonies.

(1) Eligibility: Graduates who are family members of military or federal civilian students; Military (U.S. or international) and Federal civilian graduates of all programs (except Basic (01)) for which pre-determined end-of-program proficiency requirements have been established; and civilian students graduating Basic (01) programs.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors." (See Chapter 8, Paragraph 5)

h. DONOR/FACULTY BOOK AWARDS. Presented by the faculty of each school. For centralized graduation ceremonies, presentation will be made before the ceremony. The names of the recipients will be printed in the program, and announced during the ceremony. For decentralized graduations, the School Dean will determine presentation procedures by the School faculty. Each individual school will establish the criteria for these awards.

RECOMMENDATION FOR ACADEMIC AWARD			
TO: ATFL-DAA-AR		THRU:	
FROM:			
RANK/NAME (LAST, FIRST, MI)		SSN	SERVICE
CLASS NO.		PROJECTED GRADE AVG: FINAL GRADE AVG:	DLPT (L/R/S):
<p><b>SECTION I - LANGUAGE DEPARTMENT EVALUATION</b> (SPECIFY ACHIEVEMENTS OR CONTRIBUTIONS THE STUDENT MADE EITHER ACADEMICALLY AND/OR DURING OUT OF CLASS ACTIVITIES. EXAMPLES INCLUDE: VOLUNTEER TUTOR, LANGUAGE DAY PARTICIPANT, EXCEPTIONAL LAB WORK PERFORMANCE, ETC...)</p>			
<p><b>SECTION II - UNIT COMMANDER EVALUATION</b> (SPECIFY ACHIEVEMENTS OR CONTRIBUTIONS THE STUDENT HAS MADE WITHIN THE UNIT AND/OR COMMUNITY. EXAMPLES INCLUDE COLOR GUARD AT ARMY BIRTHDAY BALL, SPECIAL OLYMPICS, BIG BROTHER PROGRAM, ETC...)</p>			
DEPARTMENT CHAIRPERSON (NAME/EXT.)		UNIT COMMANDER (NAME/EXT.)	
SIGNATURE	DATE	SIGNATURE	DATE

DLIFLC FORM 106  
15 Jan 97

Previous editions are obsolete

**Figure 10.1**

## CHAPTER 11

### TRANSCRIPTS

1. This Chapter applies to everyone who attends a DLIFLC resident foreign language program at DLIFLC and its satellite locations. It also applies to requests for transcripts of academic work completed through DLIFLC contract administered by the DLIFLC Washington Office.

2. Grades on transcripts.

a. To comply with standard academic practices, DLIFLC transcripts will include an overall grade point average (GPA).

b. When computing a GPA, each grade is weighted according to the number of semester hours assigned to the course for which the grade was assigned.

3. All transcripts will be annotated with any academic recognition a student earns in accordance with the graduation criteria in Chapter 8 of this regulation.

4. Responsibilities and procedures

a. Individuals requesting transcripts will either complete a DLIFLC Form 220, Request for Official Transcript of Academic Record, or write a letter with all relevant information and forward to:

Commandant  
Defense Language Institute Foreign Language Center and  
Presidio of Monterey  
Attn: Academic Records Division (Transcripts)  
Presidio of Monterey, CA 93944-5006

b. The Academic Records Division will:

(1) Respond to all requests within 10 working days of receipt IAW Army Regulation 621-5, Army Continuing Education System (ACES).

(2) Use the DLIFLC "Official Transcript" format for any student graduating from a DLIFLC resident program using the following system for credit assignment:

(a) The DLIFLC semester credit system will be used on all transcripts for any student entering a Basic (01) program after 30 September 1990 and for any student entering an Intermediate program (06) after 16 January 1998.

(b) The American Council on Education (ACE) semester-credit



recommendation will be used on all transcripts for any student entering a Basic (01) program before 1 October 1990 and on all transcripts for any other DLIFLC program evaluated by ACE.

(3) Use the transcript for contract language programs for those students receiving DLIFLC contract language education administered by the DLIFLC Washington Office. The following system for credit assignment will be used on the transcript for contract language programs:

(a) For contract language programs conducted by the Foreign Service Institute (FSI) between January 1959 and December 1986 and evaluated by ACE, transcripts will provide the ACE credit recommendation.

(b) For all contract language programs not evaluated by ACE, there will not be a direct credit recommendation on the transcript. The transcript will provide a statement stating that programs of similar length and like difficulty taught by resident DLIFLC faculty during that time period are recommended for "X" semester hours of credit.

(4) Provide a grade and number of semester hours on transcripts for each course the student has completed.

(5) Ensure all transcripts reflect the grading, graduation, and credit recommendation policies in effect at the time the student entered a program of instruction at the DLIFLC.

5. Records of student DLPT scores and the issuing of DLPT Score Reports for credit award purposes through a separate ACE "credit by exam" program is the responsibility of the Directorate of Evaluation and Standardization.

## CHAPTER 12

### STUDENT LEADER ROLES AND RESPONSIBILITIES

1. A military student leader structure is established to monitor student activities during the academic duty day. Military class and section leaders are appointed in writing by the AD. Each section/class leader will assist faculty members in maintaining proper classroom discipline and is responsible for the behavior and appearance of students in his/her section/class. The student leader also serves as a spokesperson for all students and as a point of contact for military and academic authorities.

2. Appointment. The senior U.S. military student in each section/class is appointed as section/class leader. Any student in the grade of O-6 and above may delegate this authority. Each leader will designate an alternate, in writing, establishing a chain of succession based on military seniority to ensure the next senior member will automatically assume this duty when the section/class leader is absent. Any necessary reappointment is accomplished in writing by the AD. A roster is established and posted by the OD to include all student leaders. This roster is posted in a conspicuous place in the school and updated when necessary. Each student leader receives guidance from and refers questions concerning student accountability, military discipline, courtesy, appearance, and morale to the CMLI or AD.

3. Chain of command. Student leaders form the student chain of command within each school. Each is responsible for all students in his/her class regardless of Service. He/she is directly responsible to the appropriate CMLI/AD on military and academic related matters during the academic day. Each student leader will assist all faculty members in maintaining classroom discipline; however, the teacher is always in charge of the classroom and is ultimately responsible for everything that takes place in class. MLIs occupy key positions within each department and may become involved, when appropriate, before any situation is brought to the attention of the CMLI/AD.

a. The AD is responsible for the student leaders and will:

(1) Conduct meetings when necessary with class and/or section leaders. Student leaders should address students' concerns and receive guidance from the AD during these meetings.

(2) Counsel each student leader periodically on his/her performance, providing guidance on the roles and responsibilities of the position.

(3) Provide leadership performance input on each student leader to the appropriate Service commander when requested.

b. The student leader addresses academic matters directly to the TT team leader. If unresolved, the student leader goes directly to the Department Chair, CMLI, AD, or Dean as appropriate. The student leader may seek

assistance from the appropriate service unit if the issue is not resolved at the school. If the service unit and school, working together, are unable to resolve the issue, either organization may seek a solution from the Associate Provost/Dean of Students or the Command Group.

c. The student leader addresses non-academic concerns, particularly those related to discipline, bearing, appearance or behavior, involving classmates that he/she cannot resolve directly to the MLI, CMLI, or AD. TTs will be involved as the CMLI and AD work to resolve the matter. If not resolved at the school, the student leader may take the issue to the appropriate service unit. If acted upon by the service unit, the service unit must provide feedback to the student leader and the school describing the action taken.

d. Each teacher is responsible for effective performance and discipline in the classroom. Student leaders can assist faculty members by discussing concerns of classmates with the teacher.

4. Counseling. The student leader will assist his/her students with receiving counseling or other assistance when needed. Student leaders and section leaders are also authorized to counsel students for unacceptable behavior or failure to complete assignments. The student leader will inform every student in his/her respective section/class that academic misconduct at DLIFLC is not tolerated. Academic misconduct violates DLIFLC policy and may also be a violation of the Uniform Code of Military Justice (UCMJ). Any student suspected of academic misconduct is reported immediately to the Department Chairperson.

5. Each student leader has the responsibility to enforce military appearance and grooming standards. Each military student is required to present a neat military appearance. All uniforms are worn IAW appropriate Service regulations/directives. The student leader will counsel students who appear sloppy in uniform. All military students wear uniforms while attending class and taking end of program FLO tests. When civilian attire is approved for out-of-class educational activities, and the event is not an all-day event, uniforms are worn before and after the event.

6. Teachers are in charge of the classroom and are to be treated with respect at all times. Each student leader assists the teacher in maintaining proper student conduct at all times. If a disciplinary problem occurs during class, it must be corrected on the spot if directed by the teacher. If the infraction is serious or persists, and the combined efforts of the teacher and student leader fail to correct the situation, the problem will be forwarded to the attention of the CMLI/AD. If the infraction is deemed to be serious enough, the AD will notify the appropriate Service unit commander.

a. The student leader has the responsibility to report all unresolved disciplinary problems to the CMLI/AD.

b. The teacher has the responsibility to report all serious disciplinary problems to the Department Chairperson.

7. Each student leader has the responsibility to enforce classroom rules including the following:

- a. Classified information must not be discussed at any time.
- b. Newspapers, magazines, and other printed materials, except those used for instruction, will not be read during class or laboratory hours. These materials will be placed out of sight during class hours.
- c. Videocassettes, recorders, computers, and TV sets will be used for instructional purposes only. Students will not tamper with electronic equipment. Equipment requiring repair or adjustment will be reported to the teacher and/or the school admin NCO by the student leader.
- d. Applicable Institute and Service smoking policies will be enforced. A copy of the policy can be obtained from each school's admin NCO.
- e. Food and beverages may be consumed in the classroom during lunch and authorized break periods only. Student leaders will ensure this privilege is not abused and that messes are cleaned up immediately. No food or beverages are allowed in the labs at any time.
- f. No electrical appliances like coffeepots or hot plates are to be used in the classroom without express written approval of the OD.
- g. The fraternization policy must be complied with and enforced by all student leaders. Each student leader must report any improper relationships to the OD immediately. A copy of the policy is available in the office of the School admin NCO.

8. Absence Accountability Report. Each student leader reports the absence, late arrival, or early departure from class of any student on DLIFLC Form 812, Daily Student Absence Report (figure 4.2). This form must be legible, completely filled out, and turned in at a point designated by the CMLI. Each student leader must ensure that each student in his/her section/class is thoroughly familiar with the absence policy outlined in Chapter 4.

9. Teacher Absences. If the teacher does not arrive within five minutes of the scheduled start of class, the student leader reports to the team leader or department chairperson immediately. If neither of these individuals can be found, the student leader reports to the CMLI/AD to receive the necessary guidance. If a teacher is habitually absent or tardy, the student leader should report this to the Department Chairperson and CMLI/AD.

10. Out-of-class educational activities. TTs are responsible for scheduling and planning out-of-class activities based on the guidelines in Chapter 4 of this regulation. Student leaders are often asked to assist the faculty in planning these activities.

11. School Maintenance.

a. Student leaders ensure the academic area is policed at the close of each academic day IAW standards set by each school.

b. The school admin NCO will brief each student leader on his/her responsibilities to keep the classroom clean and functional. If any equipment, facilities, or furniture is not satisfactory, the student leader will notify the School admin NCO as soon as possible.

12. Student Parking. Student parking is extremely limited on the POM. The only areas available for student parking are the "open" unmarked areas in the parking lots. Each student leader will survey the parking lots/areas adjacent to his/her school periodically and inform students where they may and may not park. Most areas have designated parking for faculty and staff and signs are posted at parking lot entrances and/or on the street if applicable.

## **CHAPTER 13**

### **STUDENT FEEDBACK**

1. DLIFLC will obtain feedback from students during language programs, at the conclusion of language programs, and during follow-on assignments. Feedback, used effectively, enables the Institute to improve teaching, curricula, testing, support, and quality of life for students and teachers. As a minimum, DLIFLC will seek feedback on a routine basis as outlined in this chapter.

#### **2. Types of Feedback.**

a. Interim Student Feedback (ISF). Using forms and procedures established in each school, the OD provides each student the opportunity to give feedback on all aspects of the language program. The OD will use appropriate feedback to improve internal issues and coordinate with the appropriate agencies or individuals on external issues. All students should participate in the process.

b. Sensing Sessions. In a meeting format, the OD gives each class the opportunity to comment on positive and negative aspects of the language program. The information is passed immediately to the teaching teams. All students must attend scheduled sensing sessions and are strongly encouraged to participate in the process.

c. Student Leader Meetings. In a meeting format, the OD and student leaders exchange information on student management and administrative issues.

d. Interim Student Questionnaire (ISQ). Using an electronic format, ES provides all DLIFLC resident students the opportunity to give feedback to the Institute, garrison, and service units. Students give their opinions about educational programs, teachers, quality of life, and any other subject the student chooses to comment about. The ISQ is given to students in all Category 3 and 4 language programs with predetermined levels of success (e.g., Basic programs).

e. End of Program Student Questionnaire (ESQ). The ESQ addresses the same questions as the ISQ from the perspective of the student who has completed the program. The ESQ is required for all students at the completion of all language programs with predetermined levels of success (e.g., Basic programs). The ESQ is also required for any student who is attrited from a program that would require an ESQ upon completion. ES may waive this requirement for any student who cannot be scheduled due to early departure or nonavailability of laboratory time.

#### **f. Feedforward - Feedback System.**

(1) Cryptologic Language Skills Assessments (CLSA). As part of the DLIFLC Feedforward - Feedback system, the Institute works with the

Goodfellow Technical Center (GTC) to obtain feedback from Advanced Individual Training (AIT) instructors upon completion of Cryptologic AIT by graduates of DLIFLC language programs. This feedback is designed to provide DLIFLC with the GTC instructors' assessment of how well prepared DLIFLC graduates are for follow on training.

(2) Cryptologic Advanced Individual Training Survey (CAITS). As part of the DLIFLC Feedforward - Feedback system, the Institute works with the GTC to obtain feedback from DLIFLC graduates upon completion of the Cryptologic AIT. This feedback is designed to provide DLIFLC with the DLIFLC graduates' assessment of how well prepared they were for follow on training.

### 3. Timing of Feedback.

a. Monthly. Each school conducts student leader meetings at least monthly.

b. End of Semester 1. Each school conducts an ISF or sensing session for each language program at the end of the first semester or upon completion of one-third of the program.

c. End of Semester 2. For category 1 and 2 languages, each school conducts an ISF or a sensing session for each language program at the end of the second semester or upon completion of two-thirds of the program. For category 3 and 4 languages, ES conducts ISQ at the end of the second semester.

d. Program Completion. ES conducts ESQ following the completion of all language programs. The ESQ should be given to each student after the program is complete and before the graduation ceremony.

e. Completion of Cryptologic AIT. Each DLIFLC graduate completes the CAITS and each AIT instructor completes the CLSA.

### 4. Responsibilities.

#### a. Schools.

(1) Develop, schedule, conduct, and respond when necessary to student leader meetings, sensing sessions, and ISF.

(2) Coordinate with ES to schedule all students for ISQ and ESQ.

(3) Ensure all students report to the specified location for the ISQ.

#### b. ES

(1) Develop, schedule, and conduct ISQ and ESQ.

(2) Coordinate with the service units, upon service unit requests, to determine which students may require waivers from the ESQ due to early departure or other military commitments.

(3) Include by-service ESQ attendance rates to the Command Group as part of periodic ESQ reports.

(4) Enable GTC and other field units, either directly or through OPP, to administer surveys to DLIFLC graduates and return completed surveys to ES.

(5) Per Command Group guidance, provide data collected from ISQ, ESQ, and other sources to the Provost organization, Institute Command Group, and appropriate Garrison organizations.

c. Service Units.

(1) Ensure all students report to the designated location at the designated time to complete the ESQ.

(2) Report to ES the names of any student who requires rescheduling of, or waiver from, the ESQ as soon as possible.



## CHAPTER 14

### EXCEPTIONS, SUPPLEMENTS AND SUMMARY OF CHANGES

1. Exceptions. The Associate Provost/Dean of Students (in coordination with other organizations as necessary) is the approval authority for all exceptions to policy outlined in this regulation.

2. Supplements. DLIFLC organizations may supplement this regulation with supportive policies and procedures. Supplements may not be used to circumvent the intent of the basic guidance provided in this regulation. Proposed supplements must be coordinated with the Associate Provost/Dean of Students for approval.

3. The following DLIFLC regulations and memos are obsolete as they were superseded by a previous version of this regulation dated 15 Jan 97:

Memo 350-10, Academic Breaks and Other Training Days, 1 Dec 88  
Reg 351-4, Student Academic Status, 16 May 94  
Reg 351-5, Out-of-class Training Activities, 20 Dec 93  
Reg 351-9, Schools/Formal Graduations, 1 Aug 95  
Reg 351-10, Grading 15 Aug 95  
Reg 351-11-1, Awarding of Diplomas and Linguist Certification, 1 Jul 93  
Reg 351-11-2, Student Academic Awards Program, 1 Dec 92  
Memo 351-13, Transcripts, 1 Jul 95  
Reg 616-1, Handbook for Student Leaders, 15 Nov 90  
Memo 630-5, Student Personnel Absence Policy, 1 Sep 87  
Memo for Student Leaders, undated  
Memo, The Seven Hour Academic Day  
Memo, Classroom Protocol with Visitors, 27 Oct 93  
Memo, Classroom Visits, 23 Feb 94  
Memo, DLIFLC Academic Vision, 12 Jan 94  
Memo, Final Learning Objectives  
Memo, Area Studies Activities, 11 May 94  
Command Policy 12-94, Student Days off from training, 28 Sep 95

4. Changes. The basic regulation dated 15 Jan 97 is replaced by this regulation dated 1 Jan 00. The primary changes are summarized below.

- a. Renames Office of the School Dean (OSD) to Office of the Dean (OD).
- b. Revises the topics for student in-processing briefings.
- c. Renames Subskill and Content FLOs to Performance and Regional Studies FLOs respectively.
- d. Revises the student attendance policy, procedures, and forms.

- e. Clarifies the policy on academic breaks.
  - f. Requires schools to characterize student behavior rather than label the behavior as Lack of Effort.
  - g. Provides time lines for service units and schools to respond to recycle and disenrollment packages.
  - h. Requires service units to accomplish academic misconduct actions.
  - i. Provides specific requirements for diplomas, certificates of completion, and certificates of attendance.
  - j. Deletes service unique requirements from the Institute's graduation criteria.
  - k. Establishes policy and procedures for post DLPT enhancement.
  - l. Removes all references to centralized graduations.
  - m. Specifies the minimum events for each graduation ceremony.
  - n. Establishes policy and procedures for student feedback.
4. The proponent for this regulation must review this regulation for currency and validity annually.

<p>The proponent of this Regulation is the Office of the Provost. Users are invited to send comments and suggested improvements on this regulation to, Office of the Provost, DLIFLC and POM, Attn: ATFL-P, Presidio of Monterey, CA 93944-5006.</p>
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FOR THE COMMANDANT:

OFFICIAL:  
CECILE MARIE R. GUEVARRA  
CPT, AG  
Adjutant General

Winnie Chambliss  
Director, Information  
Management

DISTRIBUTION: G